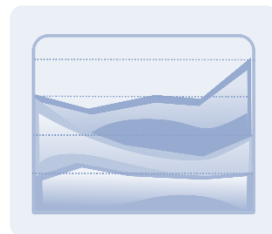
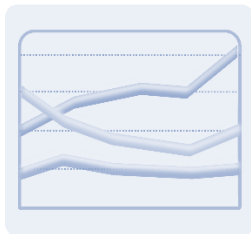
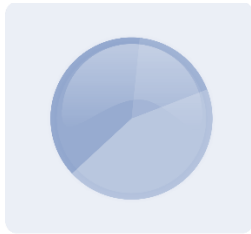




**Pinellas County Schools / Achievement Gap Goals and Strategies**  
Bridging the Gap Plan / Equity and Excellence for All



**BTG / Annual Report**

Summative Data Tables and Quarterly Data Reporting Metrics





## Pinellas County Schools / Achievement Gap / Key Data Definitions

Terms	Data Definitions	Data Rules / Cautions
<b>Gap</b>	The disproportionality of outcomes related to black students as compared to the performance of non-black students.	The gaps for each goal are explained as sub-definitions under each goal. For purposes of this document, the 2015-16 school year is considered the baseline year for setting the district’s aspirational goals. 2016-17 is considered the first year of implementation.
<b>Black</b>	All students and employees who are “black” under the federal race definition, which is defined in Pinellas County as the Local Ethnic Code. This definition is consistent with state and national reporting rules around race. The reporting of a student as “black” is determined by the parent during the school registration process or by the employee via the hiring process.	The district no longer uses what was termed the “Bradley race variable” that some previous data documents utilized. This race variable was discontinued in 2016-17 as a way of creating a consistent definition around race matched to the federal and state reporting rules. It is important to note that data accuracy around race is dependent upon the accuracy of self-reporting.
<b>Non-Black</b>	All students or employees who are not “black” under the federal race definition, which is defined in Pinellas County as the Local Ethnic Code. This definition is consistent with state and national reporting rules around race. The reporting of a student as “non-black” is determined by the parent during the school registration process or by the employee via the hiring process.	The district provides data on all races per the Local Ethnic Code definition. It is important to note that data accuracy around race is dependent upon the accuracy of self-reporting.
<b>Graduation Rate</b>	The percentage of high school students from each four-year cohort who graduate with a standard high school diploma per the state’s definition, which includes all withdrawal codes (WD) that result in a standard high school diploma.	The district provides data on all withdrawal codes (WD) as a way of reporting students who graduated with a standard high school diploma, the routes they took in receiving their diplomas as well as an accounting for students who did not graduate. Withdrawal codes include: W06 (pass the state assessment), WFT (use of concordant score) and WFW (ESE waiver).
<b>Academic Achievement</b>	The annual performance of students on reading (now called English, Language Arts or ELA) and math standardized assessments. For purposes of this document, the state’s Florida Standards Assessment (FSA) is used as well as other nationally recognized normed assessments.	Though the district does review and provide data regarding other achievement factors (such as GPA), the gap for purposes of this section of the document refers to the gap in performance on standardized assessments.
<b>Advanced Coursework</b>	Advanced and accelerated courses and programs that are designed to provide more rigorous academic opportunities for students. For purposes of this document, this includes student enrollment in gifted in elementary and middle schools, and Advanced, Honors, and Accelerated (such Dual Enrollment and Advanced Placement courses) courses in middle and high schools. This also includes student enrollments in district application / choice programs.	Data include gifted in elementary school, gifted, advanced and high school courses in middle school, and honors, Dual Enrollment, AP, IB and AICE courses in high school. IB or AICE program enrollments are also included as part of the district’s monitoring of application / choice programs.
<b>Participation in Advanced Coursework</b>	Participation refers to the total enrollment of black students in courses (see above) and / or attendance in activities (such as STEM programs) as outlined within this document. The goals for participation are defined as meeting or exceeding the percentage enrollment of black students across the district (which in 2015-16 was 18%).	To be clear, participation per this document is defined as the percentage of black students taking part in rigorous classes or programs as compared to their non-black peers. As a caution, this does not mean that 18% of black students should be enrolled in advanced courses but that at least 18% of those who are enrolled in advanced courses are black.

<b>Performance in Advanced Coursework</b>	Performance refers to the percentage of black students earning satisfactory course credit (such as college credit in DE or AP) or earning an industry certification. The performance of black students should mirror the performance of non-black students.	Measuring performance of students in accelerated courses such as AP should be made with some caution as the district is committed to challenging students to take more rigorous courses and that sometimes results in higher participation rates and, at least initially, with lower performance rates. The district has outlined plans to provide students with the assistance and support needed to succeed in these more challenging classes.
<b>Disciplinary Referral</b>	An office disciplinary referral received by a student and processed at the school per the district’s Code of Student Conduct.	Data are pulled for both the total number of referrals and total number of students who received a referral, typically titled “unique referrals” or “unique students” receiving a referral. Though the gap is defined by race, data are pulled also by gender and type of infraction as a way of monitoring progress and interventions.
<b>Disciplinary Suspension</b>	A consequence issued as a result of an office disciplinary referral that results in a student being removed temporarily from the campus. This is commonly referred to as “out of school suspension.”	Data are pulled for both total number of suspensions and total number of students who received a suspension, typically titled “unique suspensions” or “unique students” receiving a suspension. Though the gap is defined by race, data are pulled also by gender and type of infraction as a way of monitoring progress and interventions.
<b>Arrest</b>	A consequence issued by law enforcement agencies. Arrests are not issued by school administrators as an arrest is not a school consequence as outlined in the district’s Code of Student Conduct.	Arrests are recorded for purposes of this document as a “school-related arrest” when the following conditions are met: the offense is perpetrated by a student and the offense happens on school grounds. For example, a student might be arrested at school for an incident that occurred in the neighborhood and, in that case, the arrest is not counted as a school-related arrest.
<b>ESE / EBD</b>	The percentage of student identified and staffed for Exceptional Student Education Services. One such designation that is tracked per this document are those students in need of significant behavioral support under the heading of Emotional Behavioral Disabilities (EBD).	For purposes of this document, students with 504 Plans are not included.
<b>Risk Ratio</b>	A data point that represents the likelihood that a member of one group would incur a consequence as compared to other subgroups or as compared to all other students.	Formula: Subgroup Risk ÷ Non-Subgroup Risk Example: $rr = \frac{\# \text{ black students suspended} \div \text{total \# of black students}}{\# \text{ non-black students suspended} \div \text{total \# of non-black students}}$
<b>Minority Hiring</b>	The total number and percentage of instructional and administrative positions with the goal of increasing staff diversity by meeting or exceeding the total enrollment of black students across the district (defined in 2015-16 as 18%).	The data for this document are pulled only for instructional and administrative positions and not for related staff positions that are non-instructional. As such, the gaps referred to herein are intended to impact the diversity of the teaching and administrative staffs.

**NOTE:** Proposed changes to the BTG Plan for 2018-19 are still being finalized and are highlighted in yellow as a way of tracking changes that are under consideration.

# Goal 1: Graduation Rate

Pinellas County Schools / Bridging the Gap Data Reporting Template / 2017-18

**Data Reporting Template**

**Action Goal (1.a.):** Eliminate the gap between the graduation rates for black and non-black students.

**Goal Manager:** Rita Vasquez, Executive Director, High School Education

**Baseline Condition (as of 2015-16)**

Pinellas County Schools has a graduation rate for all students of 80.1% and a rate for black students of 65.5%. The district has seen a 10.9 percentage point increase in graduation rate among black students since 2012, with an improvement among all students of 8.1 percentage points. A gap in graduation rates still exists between black (65.5%) and non-black (83.4%) students, a gap of 17.9 percentage points.

**Short-Range Target:**

Increase the graduation rate for black students and decrease the gap by an average of 1.8% each year.

**Long-Range Target:**

Increase the graduation rate for black students each year with the goal of eliminating or greatly narrowing the gap within 10 years.

**Annual Outcomes:** To narrow or eliminate the gap between the graduation rates for black and non-black students within 10 years, PCS will monitor incremental change for the following annual outcomes:

Annual Outcome Measures		Baseline (2015/16)	2016-17		2017-18	2018-19	2019-20	2020 Target
Graduation Rate: # and % of black students who graduated on time with a standard, high school diploma / 4-year senior cohort.	Black	(932) 65.5%	Actual	69.3%	TBD*			75.0
			Target	67.3%	69.1%	70.9%	72.7%	
	Non-Black	85.8%	Actual	85.8%				10.7
	GAP	17.9	Actual	16.5				
<b>Related Outcomes Measures</b> (Data below include all high school sites)								
# and % of black students in high school (grades 9-11) with a 2.0 or above GPA.		(2,412) 70.0%	Actual	70.0%	69.4%			
# and % of black students in high school (grades 9-11) with Algebra 1 credit / passing score on state Algebra 1 EOC.		No Baseline Data Established	Actual	60.0%	65.3%			
# and % of black students in high school (grades 9-11) with required credits earned to date.		No Baseline Data	Actual	81.6%	81.0%			

# and % of black students in high school (grades 9-10) with Level 3 or above on state ELA assessment (FSA ELA).	(530) <b>21.8%</b>	<b>Actual</b>	<b>22.0%</b>	<b>24.0%</b>			
# and % of black students who graduated with a standard diploma via a concordant assessment score (WFT).	(242) <b>17.0%</b>	<b>Actual</b>	(371) <b>39.7%</b>	<b>TBD*</b>			
# and % of black students who graduated with standard diploma via an ESE assessment waiver (WFW or WRW).	(98) <b>6.9%</b>	<b>Actual</b>	(100) <b>10.7%</b>	<b>TBD*</b>			

\*The 2017-18 Graduation Rate has not yet been released by the state. Those data will be included in the above table once released.

## Strategies & In-Process Measures

Throughout the year, PCS will monitor the following strategies and in-process indicators for incremental change to ensure the strategies are effectively narrowing or eliminating the gap between the graduation rates for black and non-black students. **NOTE:** Not all strategies in the BTG Plan are listed for monitoring. Only those strategies specific to black learners and those required to support the fidelity of the plan and related research questions are listed below. The full BTG Plan is available on the district's website at pcsb.org.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
In-Process indicator common for all action steps	% of black students meeting graduation readiness standards per grade level expectations ( <b>Grade 5 / Grade 8 /Grade 9</b> )  <b>Data rules:</b> % of students who have at least Level 2 on the FSA ELA and MATH tests and no D or F grades exiting 5 <sup>th</sup> grade and a 2.0 GPA or above exiting 8 <sup>th</sup> grade.	<b>Quarterly Change to Semester for 18-19</b>	Report	<b>Gr 5:</b> TBD / Data rules are under development  <b>Gr 8:</b> TBD / Data rules are under development  <b>Gr 9:</b> 76% as of Quarter 1 of 9 <sup>th</sup> grade.	<b>Gr 5:</b> TBD / Data rules are under development  <b>Gr 8:</b> TBD / Data rules are under development  <b>Gr 9:</b> 78% as of Quarter 2 of 9 <sup>th</sup> grade.	<b>Gr 5:</b> TBD / Data rules are under development  <b>Gr 8:</b> TBD / Data rules are under development  <b>Gr 9:</b> 65% as of the end of Quarter 3 of 9 <sup>th</sup> grade.	<b>Gr 5:</b> <b>Black:</b> 43.0% <b>Non-Black:</b> 71.6% <b>GAP:</b> 28.6  <b>Gr 8:</b> <b>Black:</b> 37.4% <b>Non-Black:</b> 73.6% <b>GAP:</b> 36.2  <b>Gr 9:</b> 61% as of the end of Quarter 4 of 9 <sup>th</sup> grade.
1.2 Provide targeted professional development and additional coaching to teachers and leaders on culturally	Training calendar	Annual	Website	<b>PD calendar published. Available.</b>			

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
<p>responsive strategies to increase engagement and improve pass rates and grade point averages (GPAs) for black students.</p> <p>Noted change to BTG plan: Delete action 1.2 from Goal 1 as it is already measured via Goal 2.</p>	<p><b>Introductory trainings</b></p> <p># and % leaders trained / principals, asst. principals and district staff</p>	Quarterly	Informal Report	<p>100% of school principals and assistant principals via monthly leadership trainings</p> <p>Q1 124 members of Teaching and Learning division</p>	<p>100% of school principals and assistant principals via monthly leadership trainings</p> <p>Q2 197 members of Teaching and Learning division</p>	<p>100% of school principals and assistant principals via monthly leadership trainings</p> <p>Q3 40 members of Teaching and Learning division</p>	<p>100% of school principals and assistant principals via monthly leadership trainings</p> <p>Q4 43 members of Teaching and Learning division</p>
	# of whole school / staff trainings and # of teachers, staff members attending introductory training	Quarterly	Informal Report	Q1 869 faculty and staff members across 14 schools	Q2 564 faculty and staff members across 21 schools	Q3 230 faculty and staff members across 9 schools	Q4 197 faculty and staff members across 4 schools
	<p><b>Equity Champions continuum</b></p> <p># of teachers, leaders trained as Equity Champions training facilitators</p>	Quarterly	Informal Report	<p>Q1 41 have completed the initial training</p> <p>Of those 41, 20 to date have been micro-credential as facilitators</p>	<p>Q2 18 S1 59 have completed the initial training to date</p> <p>Of those 59, 35 to date have ben micro-credential as facilitators</p>	<p>Q3 62 YTD 121 have completed the initial training to date</p> <p>Of those 121, 84 to date have been micro-credential as facilitators</p>	<p>TOTAL 202 have completed training since inception in 2016-17.</p> <p>Of those, 116 have been micro-credential as facilitators through Q4</p>
	# of teachers and staff members taking part in Equity Champions trainings	Quarterly	Informal Report	Q1 181 faculty and staff members across 3 schools	Q2 186 faculty and staff members across 13 schools	Q3 445 faculty and staff members across 8 schools and	Q4 105 faculty and staff members across 3 schools

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
						via districtwide offerings	
	% black students (grades 9-11) earning 2.0+ GPA each semester	Semester	Informal Report		9 <sup>th</sup> : 64.8% 10 <sup>th</sup> : 64.5% 11 <sup>th</sup> : 72.0%		9 <sup>th</sup> : 63.0% 10 <sup>th</sup> : 67.4% 11 <sup>th</sup> : 75.1%
	% black students (grades 9-11) earning 3.0+ GPA each semester	Semester	Informal Report		9 <sup>th</sup> : 23.4% 10 <sup>th</sup> : 21.3% 11 <sup>th</sup> : 21.4%		9 <sup>th</sup> : 23.7% 10 <sup>th</sup> : 21.2% 11 <sup>th</sup> : 21.4%
1.3 Implement culturally responsive instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to improve pass rates and grade point averages (GPAs) for black learners. <b>Noted change to BTG plan: Delete action 1.3 from Goal 1 as it is already measured via Goal 2.</b>	# of targeted classrooms observed	Quarterly	Informal Report	Q1 / 2,293	Q2 / 1,005 S1 / 3,298 to date	Q3 / 1,699 YTD / 4,997 to date	No visits Quarter 4.  Schools not visited so as not to disrupt testing.
	% of targeted classrooms observed, cultural practices evident using updated district monitoring tool.	Quarterly	Informal Report	Q1 / 2% Occurring (Evident)  26% Developing	Q2 / 32% 4% Occurring (Evident)  28% Developing  S1 / 29% cumulative to date	Q3 / 29% 2% Occurring (Evident)  27% Developing  YTD / 29% cumulative to date HS only / 18%	

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
1.4 Provide each high school the specific standards from district assessments in English, Mathematics, Biology, and US History by race to support schools in identifying course concepts / standards that need to be re-taught to improve student mastery and reduce the likelihood of course failures for black learners.	# and % of schools provided with key standards that needed re-teaching	Semester	Informal Report	16 high schools (100%) after Cycle 1		16 high schools (100%) after Cycle 2 were provided with data	
	% of black students performing at or near proficiency on district cycle assessments	Semester	Informal Report	37% / Gr. 9 Reading 29% / Gr. 10 Reading 17% / Alg. 1A 46% / Alg. 1 59% / Bio 49% / US Hist		48% / Gr. 9 Reading 38% / Gr. 10 Reading 24% / Alg 1A 18% / Alg. 1 51% / Bio 60% / USHist	
1.6 Develop a learner profile and personalized learning plan for all black students who are not on track to graduate.	% of black students who are not on track who have personalized plans	Quarterly	Informal Report	Draft tool provided to all high schools for use in 2017-18.	Draft tool in use with 12 <sup>th</sup> graders. All black students in the 12 <sup>th</sup> grade now have a personalized plan in place.	Draft tool in use with 12 <sup>th</sup> graders. All black students in the 12 <sup>th</sup> grade now have a personalized plan in place.	Draft tool in use with 12 <sup>th</sup> graders. New online tool now developed for use in 2018-19. Principals have been trained in use of the new tool.
1.7 Provide side-by-side coaching as needed to high school leadership teams on using their school Graduation Status Reports to focus	# and % of school leadership teams targeted for coaching support	Quarterly	Informal Report	5 schools (31% of high schools) Gibbs, Lakewood,	6 schools (38% of high schools) Gibbs, Lakewood,	4 schools (25% of high schools) Gibbs, Lakewood,	2 schools (12.5% of high schools) Gibbs, Dixie



Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
support for black students and review personalized learning plans for students who are not on track to graduate.				Dixie, Clearwater, Dunedin	Dixie, Clearwater, St. Pete, Northeast	Dixie, Dunedin	
	# of coaching sessions completed	Quarterly	Informal Report	Gibbs: 1 Lakewood: 0 Dixie: 0 Clearwater: 1 Dunedin: 1	Gibbs: 1 Lakewood: 1 Dixie: 1 Clearwater: 1 Dunedin: 1 St. Pete: 1 Northeast: 1	Gibbs: 2 Lakewood: 2 Dixie: 2 Dunedin: 1	Gibbs: 1 Dixie: 1
1.8 Provide school leadership teams with the following <b>monthly</b> data specific to black students who are not on track: 1) Mid- grading period core course failing grades; 2) Grading Period core course failures; 3) Semester 1 and 2 core course failures; 4) FSA 10th Grade ELA results 5) FSA ALG 1 EOC results.	# and % of schools provided data reports <b>each month</b> / reported as a quarterly percentage	Quarterly	Informal Report	16 high schools (100%)	16 high schools (100%)	16 high schools (100%)	16 high schools (100%)
1.10 Ensure that all black students who are not on track to graduate are participating in extended learning opportunities before and after school and in the extended school year program (Summer Bridge). <b>Employ through recruitment and targeted resource strategies.</b>	# and % of black students in high school who are <u>not</u> on track ( <b>grades, credits</b> ) – Grades 9-11	Quarterly	Informal Report	Gr 9-11: 23% (based on Q1 grades only)	9 <sup>th</sup> : 50.0% 10 <sup>th</sup> : 36.7% 11 <sup>th</sup> : 30.5% <b>Total:</b> 1594 / 4080 39.1% (based on grades, credits, test scores)	9 <sup>th</sup> : 35.3% 10 <sup>th</sup> : 33.1% 11 <sup>th</sup> : 25.5% <b>Total:</b> 1383 / 4428 31.2% (based on grades, credits, test scores)	9 <sup>th</sup> : 26.0% 10 <sup>th</sup> : 25.8% 11 <sup>th</sup> : 21.1% <b>Total:</b> 930 / 3825 24.3% (based on grades and credits)
	# and % of black students not on track who are attending Extended Learning Programs, Summer Bridge.	Quarterly	Informal Report	New ELP tracking system under development.	New ELP tracking system under development.	Data now available via new ELP	ELP: Sem 2: 224 black HS students enrolled in ELP who were Level 1 or 2 on FSA ELA.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
				No data available yet.	See initial districtwide data under Goal 2.	tracking system.  See districtwide data under Goal 2.12	Summer Bridge / High School: 1,091 black students attended. All were off track.
1.11 Establish an online, Open Access Extended Learning Program to support students who need to re-learn key skills and standards (a Restorative Academic Practices Program - RAPP). <b>Noted change to BTG plan: Delete action 1.11 from Goal 1 as it is already measured via Goal 2.</b>	# and % of users / access by black students	Semester	Informal Report		No data available yet. System still under development.		System now developed and open to students.  S2 / 565 black student users, 14% of all users were black.
1.12 Ensure black students who are not on track to graduate participate in "in school" credit recovery classes to recover failed core courses and raise grade point averages to meet graduation requirements.	# and % of black students not on track enrolled in credit recovery	Semester	Informal Report		S1 / 1,500 credit recovery course completions. All students.  Data are now available but not yet available by race.		S2 / 1,766 credit recovery course completions. All students. Data now available but not yet available by race. For 2018-19, data will be available by black/non-black.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
1.13 Ensure all black students participate in college readiness testing, such as ACT, SAT, and PERT. Ensure that these testing options are tied to the personalized plans for students who are not on track to graduate.	% of black students in high school participating in college readiness testing	Semester	Informal Report		100%		
	# and % of black students graduating using a ELA / reading concordant score	Annually	Informal Report		371 / 39.8%		
1.16 Set up parent conferences with all black students who are not on track to graduate to review personalized learning plans.	# and % of required conferences held	Quarterly	Informal Report	Counselors required to have conferences but a tracking system for these conferences is still under development.		Tracking system in place. 16 HS: 100% during Sem. 2 "Conferences" include those by phone and in person.	
	% of black families who report that they are satisfied or highly satisfied with school communication	Annually	Report				72.8% across all levels / Phone survey sent to the families of every black student across 24 randomly sampled schools. (965 families responded).
1.17 Ensure an equitable representation of black learners in school awards and recognition ceremonies.	% of black students recognized / all schools	Annually	Informal Report				Varied by school: Range was 2.8% (OFHS) to 44% (LWHS) of the students recognized in school awards were black learners.

1.18 Invite families of black students to a graduation and scholarship evening specific to black students. Pull data specific to black learners and match to graduation status and scholarship opportunities.	# and % of high schools hosting events	Annually	Informal Report				100% of high schools hosted scholarship information events and specifically targeted black students/families to attend. On average, there was one event per school. In south county schools, on average, 20-30 families attended.
	# of events hosted by each high school / average	Annually	Informal Report				
	# of families of black students in attendance / average	Annually	Informal Report				

## BTG Goal 1 / Graduation Rate / Pinellas County Schools / Progress Update

### Pinellas County Schools / Graduation Rate / Summary and Progress Report

Graduation Rate	2015-16					2016-17				
	# Cohort	# Graduates	Grad Rate TOTAL %	Grad Rate FEMALE %	Grad Rate MALE %	# Cohort	# Graduates	Grad Rate TOTAL %	Grad Rate FEMALE %	Grad Rate MALE %
Hispanic	997	751	75.3	78.2	72.8	1,067	868	81.4	84.9	77.6
Black/African American	1,422	932	65.5	70.9	60.4	1,347	933	69.3	77.9	61.5
Multi-Racial	243	192	79.0	88.0	70.6	276	220	79.7	83.3	75.4
American Indian	34	28	82.4	86.7	78.9	30	27	90.0	94.1	84.6
White	4,619	3,929	85.1	88.4	81.7	4,595	3,992	86.9	90.1	83.8
Asian	334	291	87.1	92.7	82.4	318	288	90.6	92.9	88
Pacific Islander	13	12	92.3	*	*	10	*	90	*	*
<b>District TOTAL</b>	<b>7,662</b>	<b>6,135</b>	<b>80.1</b>	<b>84.1</b>	<b>76.2</b>	<b>7,643</b>	<b>6,337</b>	<b>82.9</b>	<b>87.1</b>	<b>78.7</b>
Black	1,422	932	65.5%			1,347	933	69.3%		
Non-Black	6,240	5,203	83.4%			6,296	5,404	85.8%		
		<b>GAP</b>	<b>17.9</b>				<b>GAP</b>	<b>16.5</b>		

	2016 Standard Diploma Graduates / By WD Code					2017 Standard Diploma Graduates / By WD Code				
	Total # of Grads	W06 / No Concordant or Waiver Required	WFT / Concordant Score Required	WFW / ESE Waiver Required (now WXW)	OTHER Grads WD codes	Total # of Grads	W06 / No Concordant or Waiver Required	WFT / Concordant Score Required	WFW / ESE Waiver Required (now WXW)	OTHER Grads WD codes
<b>Black</b>	932	493	242	98	99	933	345	371	100	117
<b>Non-Black</b>	5,203	4,266	390	135	412	5,404	3,781	981	125	517

Graduation / Progress / District TRENDS						
Graduation / Progress	5-Year Trend					% Point Change
	2012-13	2013-14	2014-15	2015-16	2016-17	
Black	56.4	60.7	64.6	65.5	69.3	12.9%
Hispanic	62.6	71.2	75.1	75.3	81.4	18.8%
<b>DISTRICT Total Grad Rate</b>	<b>71.9</b>	<b>76.2</b>	<b>78.3</b>	<b>80.1</b>	<b>82.9</b>	<b>11.0%</b>

**DATA VARIABLES:** The data presented here represent graduation rate data per the state's official definition in order to be consistent from year to year and in comparison to other school districts. It is important to note that the state does sometimes revisit its definition so the tables provided represent data per the state's definition for that given year. Note: For privacy reasons, no data are provided if they represent fewer than 10 students.

## Goal 2: Student Achievement

### Data Reporting Template

**Action Goal (1.b.):** Eliminate the gap between the proficiency rates on state and national assessments for black and non-black students.

**Goal Manager:** Kevin Hendrick, Associate Superintendent, Teaching and Learning

#### Baseline Condition (as of 2015-16)

Pinellas County Schools has a proficiency rate on the Florida Standards Assessment (FSA) for ELA-Reading of 56.4% for non-black students and 24.2% for black students, a gap of 32.2. The proficiency rate on the FSA for Math is 60.9% for non-black students and 27.9% for black students, a 33-point gap. Smaller gaps are found on national norm-referenced tests such as the ACT and SAT. For purposes of this goal, the gap is defined as the difference in performance between black and non-black students on state and national norm-referenced assessments.

#### Short-Range Target:

Decrease the gap in ELA-Reading and Math proficiency for black students by an average of 3.2% each year on state assessments.

#### Long-Range Target:

Increase the proficiency for black students and decrease the gap on state assessments by an average of 3.2% each year, with a target of equal proficiency for black and non-black students on state assessments.

#### Annual Outcomes:

To narrow or eliminate the gap between proficiency rates on state-required and national assessments for black students and non-black students within 10 years, PCS will monitor incremental change for the following annual outcomes:

Annual Outcome Measures / ELA and Math		Baseline (2015/16)	2016-17	2017-18	2018-19	2019-20	2020 Target
# and % of black students districtwide scoring Level 3 or above on state FSA ELA-Reading.	Black	(2,494) 24.2%	(2,654) 25.7%	(2,533) 24.6%			40
			Target 27.4	30.6%	33.8%	37.0%	
	Non-Black	56.4%	Actual 57.7%	57.4%			
	<b>GAP</b>	<b>32.2</b>	Actual <b>32.0</b>	<b>32.8</b>			
# and % of black students districtwide scoring Level 3 or above on FSA Math.	Black	(2,143) 27.9%	(2,305) 29.0%	(2,319) 29.2%			45

			Target	31.1%	34.3%	37.5%	40.7%	
	Non-Black	<b>60.9%</b>	Actual	<b>62.0%</b>	<b>62.2%</b>			
	<b>GAP</b>	<b>33.0</b>	Actual	<b>33.0</b>	<b>33.0</b>			
<b>Related Outcome Measures / ELA and Math</b>								
# and % of black students in Grades 3-5 scoring Level 3 or above on state FSA ELA-Reading / elementary.	(1,129) <b>26.5%</b>	Actual	(1,302) <b>29.5%</b>	(1,191) <b>27.0%</b>				
# and % of black students in Grades 6-8 scoring Level 3 or above on state FSA ELA-Reading / middle school	(835) <b>23.1%</b>	Actual	(859) <b>23.5%</b>	(811) <b>22.0%</b>				
# and % of black students in Grades 9-10 scoring proficient / Level 3 or above on FSA ELA-Reading / high school.	(530) <b>21.8%</b>	Actual	(493) <b>22.0%</b>	(531) <b>24.0%</b>				
# and % of black students in Grades 3-5 scoring Level 3 or above on FSA Math / elementary.	(1,438) <b>33.7%</b>	Actual	(1,607) <b>36.2%</b>	(1,632) <b>36.8%</b>				
# and % of black students in Grades 6-8 scoring Level 3 or above on FSA Math / middle school.	(705) <b>20.7%</b>	Actual	(698) <b>19.9%</b>	(687) <b>19.6%</b>				
<b>Other Outcome Measures</b>								
# and % of black students in Grades K-2 scoring proficient in reading / at or near grade level on norm-referenced assessments.	NA / New Assessment Begins in 2017-18	Actual		(2,271) <b>54.8%</b> Proficient: 1061, <b>25.6%</b> Near Proficient: 1210, <b>29.2%</b>				
# and % of black students in Grades K-2 scoring proficient in math / at or near grade level on norm-referenced assessments.	NA / New Assessment Begins in 2017-18	Actual		(2,361) <b>57.3%</b> Proficient: 1215, <b>29.5%</b> Near Proficient: 1146, <b>27.8%</b>				
# and % of black students with an A, B, C average / elementary school / grade 5 (core courses only).	No baseline established	Actual	(975) <b>76.2%</b>	(990) <b>74.3%</b>				

# and % of black students with an A, B, C average (2.0 GPA) / middle school / all grades / 6-8 (core courses only).	No baseline established	Actual	(2895) <b>76.4%</b>	(3268) <b>75.8%</b>		
# and % of black students with a college ready score on the ACT or SAT / reading / compared to state.	No baseline established	Actual	TBD / not available yet	<b>ACT:</b> <b>State:</b> Reading Avg for black students 17.9, 21% college ready <b>Pinellas:</b> 17.9 Avg for black students, 147/861 college ready, 17.1% <b>SAT:</b> <b>State:</b> Reading-Writing Avg for black students 470, 42% college ready <b>Pinellas:</b> 465 Avg for black students, 335/869 college ready, 39%		
# and % of black students with a college ready score on the ACT or SAT / math / compared to state.	No baseline established	Actual	TBD / not available yet	<b>ACT:</b> <b>State:</b> Math Avg for black students 16.6, 10% college ready <b>Pinellas:</b> 15.7 Avg for black students, 39/861 college ready, 4.5% <b>SAT:</b> <b>State:</b> Math Avg for black students 444, 17% college ready <b>Pinellas:</b> 428 Avg for black students, 55/869 college ready, 6.3%		

### Strategies & In-Process Measures

Throughout the year, PCS will monitor the following strategies and in-process indicators for incremental change to ensure the strategies are effectively narrowing or eliminating the gap between the proficiency rates on state and national assessments for black and non-black students. **NOTE:** Not all strategies in the BTG Plan are listed for monitoring. Only those strategies specific to black learners and those required to support the fidelity of the plan and related research questions are listed below. The full BTG Plan is available on the district’s website at pcsb.org.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
In-Process indicators common for all action steps				<b>Testing Cycle 1:</b> Grades 3-5: <ul style="list-style-type: none"> <li>• 27% / ELA</li> <li>• 36% / Math</li> </ul> Grades 6-8:		<b>Testing Cycle 2:</b> Grades 3-5: <ul style="list-style-type: none"> <li>• 24% / ELA</li> <li>• 34% / Math</li> </ul> Grades 6-8:	



Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	% black students at or near proficiency on Reading-ELA and Math district assessments	Semester	Report	<ul style="list-style-type: none"> <li>38% / Gr. 6 Reading</li> <li>40% / Gr. 7 Reading</li> <li>37% / Gr. 8 Reading</li> </ul> <ul style="list-style-type: none"> <li>31% / Gr. 6 Math</li> <li>38% / Gr. 7 Math</li> <li>10% / Pre-Alg</li> <li>69% / MS Alg. 1</li> <li>91% / MS Alg. 1 Hon</li> </ul> Grade 9-10: <ul style="list-style-type: none"> <li>37% / Gr. 9 Reading</li> <li>29% / Gr. 10 Reading</li> <li>17% / HS Alg. 1A</li> <li>46% / HS Alg. 1</li> </ul>	<ul style="list-style-type: none"> <li>37% / Gr. 6 Reading</li> <li>40% / Gr. 7 Reading</li> <li>37% / Gr. 8 Reading</li> </ul> <ul style="list-style-type: none"> <li>39% / Gr. 6 Math</li> <li>41% / Gr. 7 Math</li> <li>30% / Pre-Alg</li> <li>91% / MS Alg. 1</li> <li>99% / MS Alg. 1 Hon</li> </ul> Grade 9-10: <ul style="list-style-type: none"> <li>48% / Gr. 9 Reading</li> <li>38% / Gr. 10 Reading</li> <li>24% / HS Alg. 1A</li> <li>18% / HS Alg. 1</li> </ul>		
2.2 Provide targeted professional development and additional instructional coaching to teachers and leaders on culturally responsive relevant strategies and teaching with an equity mindset to increase engagement in rigorous instruction of for minority black learners and increase the percentage of proficient students.	Training calendar	Annually	Website	Calendar published. Available.			
Note: New In Process Indicator for 2018-19: # of teachers completing AVID Culturally Relevant Teaching training (Q1, Q4 measurement) New in Process Indicator for 2018-19: # of teachers participating in follow-	Introductory trainings # and % leaders trained / principals, asst. principals and district staff	Quarterly	Informal Report	100% of school principals and assistant principals via monthly leadership trainings  Q1 124 members of Teaching and Learning division	100% of school principals and assistant principals via monthly leadership trainings  Q2 197 members of Teaching and Learning division	100% of school principals and assistant principals via monthly leadership trainings  Q3 40 members of Teaching and Learning division	100% of school principals and assistant principals via monthly leadership trainings  Q4 43 members of Teaching and Learning division

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
up coaching from AVID Culturally Relevant Teaching or Equity training (measured each quarter)	# of whole school / staff trainings and # of teachers, staff members attending introductory training	Quarterly	Informal Report	Q1 869 faculty and staff members across 14 schools	Q2 564 faculty and staff members across 21 schools	Q3 230 faculty and staff members across 9 schools	Q4 197 faculty and staff members across 4 schools
	<b>Equity Champions continuum</b> # of teachers, leaders trained as Equity Champions training facilitators	Quarterly	Informal Report	Q1 41 have completed the initial training  Of those 41, 20 to date have ben micro-credential as facilitators	Q2 18 S1 59 have completed the initial training to date  Of those 59, 35 to date have ben micro-credential as facilitators	Q3 62 121 have completed the initial training to date  Of those 121, 84 to date have been micro-credential as facilitators	TOTAL 202 have completed training since inception in 2016-17.  Of those, 116 have been micro-credential as facilitators through Q4
	# of teachers and staff members taking part in Equity Champions trainings	Quarterly	Informal Report	Q1 181 faculty and staff members across 3 schools	Q2 186 faculty and staff members across 13 schools	Q3 445 faculty and staff members across 8 schools and in districtwide offerings	Q4 105 faculty and staff members across 3 schools 53 staff in Equity PD offered at district office
	% of black students excelling, earning As and Bs / elementary (Grade 5)	Semester	Informal Report		39.3%		37.3%

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	% of black students excelling, earning As and Bs (3.0 GPA) / middle (Grades 6-8)	Semester	Informal Report		34.8%		33.6%
	% of black students on track (2.0 GPA) / middle (Grades 6-8) <b>Note:</b> High school data found in Goal 1 above.	Semester	Informal Report		81.2%		75.8%
2.3 Implement culturally responsive relevant instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase the percentage of proficient students.	% of targeted classrooms observed	Quarterly	Informal Report	Q1 / 2,293 to date	Q2 / 1,005 S1 / 3,298 to date	Q3 / 1,699 YTD / 4,997 to date	No visits quarter 4.  Schools not visited so as not to disrupt testing.
	% of targeted classrooms culturally relevant practices evident using updated district monitoring tool	Quarterly	Informal Report	Q1 / 28%  2% Occurring (Evident) and 26% Developing	Q2 / 32%  4% Occurring (Evident) and 28% Developing  S1 / 29% cumulative to date	Q3 / 29%  2% Occurring (Evident) and 27% Developing  YTD / 29% cumulative to date	
2.4 Identify and provide additional culturally relevant books, resources and technology to supplement as part of the district's core instruction	% of classrooms with access to culturally-rich supplemental materials	Semester	Informal Report		100%		100%

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
<p>representing diverse perspectives as a way to increase student engagement.</p> <p>New In Process Indicator for 2018-19: # of school Literacy Teams implementing Culturally Relevant text at each grade level (Q2 measurement)</p>	% of classrooms showing evidence of use of culturally-rich supplemental materials	Semester	Informal Report		28% / via sampling of PCS classrooms		No visits quarter 4.  Schools not visited so as not to disrupt testing.
<p>2.5 Ensure equity by providing easy equitable access for all black students to on-site, college readiness testing in every high school (ACT, SAT, PERT).</p> <p>Add new 2.6 Action for 2018-19: # of schools implementing Equity Audits (Q2 and Q4 measurement)</p>	% of black students seniors in high school participating in college readiness testing	Semester Annually	Informal Report		All high school students are provided free, on-campus testing in each of the college readiness tests.  12 <sup>th</sup> Graders / Black / % participating PERT: 78.7% ACT: 67.5% SAT: 63.4%		
2.7 Provide training to school principals and school leadership teams on using early warning data to monitor and support black students in development of personalized learning plan for each student at risk based on early warning indicators.	# schools / teams targeted for training	Quarterly	Informal Report	All schools	All schools	All schools	All schools
	# of school leaders trained / all principals, assistant principals	Quarterly	Informal Report	100% of school principals and asst. principals via monthly leadership trainings	100% of school principals and asst. principals via monthly leadership trainings	100% of school principals and asst. principals via monthly leadership trainings	100% of school principals and asst. principals via monthly leadership trainings

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	% of black students who are <b>not</b> tracked via a personalized plan of support	Quarterly	Informal Report	Draft personalized planning tools are in use. Common tool still under development. No data yet available.	Draft personalized planning tool is in use.  35 schools were trained in use of the pilot tool. 23 are using it currently.	Draft personalized planning tool is in use.  35 schools were trained in use of the pilot tool. 23 are using it currently.  New tool now ready for use in all schools in 2018-19.	Draft personalized planning tool is in use.  35 schools were trained in use of the pilot tool. 23 are using it currently.  New tool now ready for use in all schools in 2018-19.
	# and % of black students with personalized plans who are now making adequate academic progress (no early warning indicators)	Semester	Informal Report		No significant changes to data yet.		Pilot completed. No significant changes to data yet.
2.8 Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. <b>Evaluate fidelity of interventions to increase effectiveness.</b>	Targeted intervention strategies provided to schools	Annually	Strategies menu	Revised and available for 2017-18			
	% of black students who are <b>not</b> tracked via a personalized plan of	Quarterly	Informal Report	Draft personalized planning tools are in use. Common tool	336 black students across 23 schools using a	341 black students across 23 schools using a	340 black students across 23 schools using a

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	support			still under development. No data yet available.	pilot personalized planning tool	pilot personalized planning tool	pilot personalized planning tool
2.9 Ensure teachers have access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning.	% of teachers with access to real-time data specific to black students with personalized plans	Semester	Informal Report		100%		100%
	# and % of black students with personalized plans who are now making adequate academic progress (no early warning indicators)	Semester	Informal Report		No sufficient evidence yet to report on this metric.		162 students ended the year with no early warning indicators, 47.6%.
2.12 Ensure that black students are participating in extended learning opportunities before and after school and in the extended school year program (and Summer Bridge) through recruitment and targeted resources.	# and % of black students who are not on track / ES, MS, HS (GPA below 2.0 and FSA Levels 1 or 2) (Grades 4-10)	Semester	Informal Report	<b>GPA / Grades:</b> 3,938 <b>FSA ELA:</b> 7,654 74.3% / Levels 1-2 <b>FSA Math:</b> 5,644 71.0% / Levels 1-2		<b>GPA / Grades:</b> 1,646 25.9% <b>FSA ELA:</b> 7,770 66.8% / Levels 1-2 <b>FSA Math:</b> 5,623 70.8% / Levels 1-2	
	# and % of black students not on track who are attending Extended Learning Programs.	Quarterly	Informal Report	New ELP tracking system under development. No data available yet.	<b>S1 / 12,080 total students in ELP</b>  <b>S1 / 1,971 are black (16.3%)</b> <b>1,381 in Grades 4-12</b>  <b>1,053 of those students are off track (76.2%).</b>	<b>YTD / 17,208 total students in ELP</b>  <b>YTD / 3,113 are black (18.1%)</b> <b>2,230 in Grades 4-12</b>  <b>1,451 of those students are off track</b>	<b>Q4 / 16,373 total students in ELP</b>  <b>YTD / 3,098 are black (18.9%)</b> <b>2,217 in Grades 4-12</b>  <b>1,459 of those</b>

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
					Others are attending for enrichment.	(65.1%). Others are attending for enrichment.	students are off track (65.8%). Others are attending for enrichment.
2.13 Establish an online, Open Access Extended Learning Program to support students who need to re-learn key skills and standards (a Restorative Academic Practices Program—RAPP). Note: Name change will occur.	Creation of new program	Annually	Presentation of program				Program created and piloted in high school and middle schools.
	# and % of users / access by black students	Semester	Informal Report		No data available yet.		565 black students users, 14% of all users were black.
	New In Process Indicator for 2018-19: change creation of new program to implement new program with community and parent groups						
2.14 Identify and monitor the number of minority students participating in enrichment opportunities, such as STEM (Science, Technology, Engineering, and Mathematics) Academies, academic competitions, arts opportunities and clubs.	# and % of black students participating in STEM or related enrichment programs / by level	Quarterly	Informal Report				810 black students in STEM Academies, 15% of all participants.
2.15 Ensure that schools with high minority enrollments provide additional, strategically-focused time during and after school to support	# of schools with high minority enrollments (defined as at least 40% black enrollment)	Semester	Informal Report		19		19

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
academic interventions and flexible instructional delivery.							
	# of high minority schools offering additional instructional time (extended school day, etc.)	Semester	Informal Report		12		12
2.16 Partner with families to monitor usage among black students of digital resources that are provided beyond the school day, such as STEMScopes, Think Through Math, Connect for Success computer (for increased access to iReady, iStation, STMath and myOn), Math Nation, Reading Plus and Khan Academy.	# and % of schools providing these programs	Annual	Informal Report				All schools provide beyond-the-school-day opportunities such as those listed.
	# and % of black students participating / users	Annual	Informal Report				As an example of usage, 7,304 black students are enrolled across 43 schools that offer Connect For Success home computer use. 960 of those students participate in the program (13.6% of black students in those schools).
	% of black students participating in the programs who have improved their reading or	Annual	Research report				71% of those participating improved their FSA ELA score and 29.4%



Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	math assessments						earned enough points to count as a state gain. 73.8% improved their FSA Math score and 37.4% earned enough points to count as a state gain.
2.19 Ensure Parent University sessions are provided in locations that make attendance convenient for black families. Noted change to BTG plan: Change name from Parent University to Parent Academies (a series of events offered to parents)	# of sessions / locations across the district	Semester	Informal Report		1 (John Hopkins MS)		15 Parent Academies
	# of black families attending at each location	Annual	Informal Report		Approx. 100		348
	% of black families who report that they are satisfied or highly satisfied with school communication	Annual	Report				72.8% / Phone survey sent to the families of every black student across 24 randomly sampled schools. (965 families responded).
2.20 Support teachers by providing professional development on building relationships and sharing student data with black families.	# of schools, teachers targeted for training	Semester	Informal Report		55 schools / approx. 2,500 teachers		3 more in depth workshops for Schools of Hope recipients

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	% of black families who report that they are satisfied or highly satisfied with school communication	Annual	Report				72.8% / Phone survey sent to the families of every black student across 24 randomly sampled schools. (965 families responded).
2.21 Provide parent workshops in high minority schools that are "linked to student learning" in collaboration with Dr. Karen Mapp. Empower parents by providing a deeper understanding of student data, resources available to support learning and personalized learning plans.	# of high minority schools identified. # and % schools hosting parent workshop events linked to learning	Semester	Informal Report		15 schools trained. 100% hosting events.		6 events
	# of families of black students in attendance / average	Semester	Informal Report		In process. Data not yet collected in any systematic way at each school.		74 families attended

## BTG Goal 2 / Academic Achievement / Reading-ELA / Progress Update

### Pinellas County Schools / Academic Achievement / Summary and Progress Report

<b>FSA Reading - ELA</b>	<b>ELA</b>								
	<b>2015-16</b>			<b>2016-17</b>			<b>2017-18</b>		
	<b>Level 3 and Above</b>			<b>Level 3 and Above</b>			<b>Level 3 and Above</b>		
	<b># Tested</b>	<b># Proficient*</b>	<b>% Proficient*</b>	<b># Tested</b>	<b># Proficient</b>	<b>% Proficient</b>	<b># Tested</b>	<b># Proficient</b>	<b>% Proficient</b>
<b>State TOTAL (All Grades)</b>	1,614,353	841,237	52.1%	1,641,845	879,942	53.6%	1,656,241	899,324	54.3%
<b>District TOTAL (All Grades)</b>	<b>58,107</b>	<b>29,473</b>	<b>50.7%</b>	<b>57,547</b>	<b>29,895</b>	<b>51.9%</b>	<b>57,688</b>	<b>29,740</b>	<b>51.5%</b>
Hispanic	9,497	3,956	41.7%	9,759	4,154	42.6%	10,124	4,258	42.1%
Black/African American	10,290	2,494	24.2%	10,308	2,654	25.7%	10,303	2,533	24.6%
Multi-Racial	2,441	1,321	54.1%	2,502	1,378	55.1%	2,592	1,420	54.9%
American Indian	132	63	47.7%	126	57	45.2%	102	56	45.2%
White	32,893	19,807	60.2%	32,070	19,843	61.9%	31,793	19,641	61.8%
Asian	2,698	1,778	65.9%	2,618	1,743	66.6%	2,606	1,770	67.9%
Pacific Islander	156	54	34.6%	164	66	40.2%	168	62	36.9%
<b>ELEMENTARY Total (Grades 3-5)</b>	<b>22,587</b>	<b>11,723</b>	<b>51.9%</b>	<b>23,011</b>	<b>12,370</b>	<b>53.8%</b>	<b>22,689</b>	<b>11,625</b>	<b>51.2%</b>
Black	4,253	1,129	26.5%	4,412	1,302	29.5%	4,404	1,191	27.0%
Non-Black	18,334	10,594	57.8%	18,599	11,068	59.5%	18,285	10,434	57.1%
<b>MIDDLE SCHOOL Total (Grades 6-8)</b>	<b>20,998</b>	<b>10,761</b>	<b>51.2%</b>	<b>21,141</b>	<b>10,965</b>	<b>51.8%</b>	<b>21,091</b>	<b>10,685</b>	<b>50.1%</b>
Black	3,609	835	23.1%	3,653	859	23.5%	3,691	811	22.0%
Non-Black	17,389	9,926	57.1%	17,488	10,106	57.7%	17,400	9,874	56.7%
<b>HIGH SCHOOL Total (Grades 9-10)</b>	<b>14,522</b>	<b>6,989</b>	<b>48.1%</b>	<b>13,395</b>	<b>6,560</b>	<b>49.0%</b>	<b>13,908</b>	<b>7,430</b>	<b>53.4%</b>
Black	2,428	530	21.8%	2,243	493	22.0%	2,208	531	24.0%
Non-Black	12,094	6,459	53.4%	11,152	6,067	54.4%	11,700	6,899	59.0%
<b>District TOTAL</b>	<b>58,107</b>	<b>29,473</b>	<b>50.7%</b>	<b>57,547</b>	<b>29,895</b>	<b>51.9%</b>	<b>57,688</b>	<b>29,740</b>	<b>51.6%</b>
Black	10,290	2,494	24.2%	10,308	2,654	25.7%	10,303	2,533	24.6%
Non-Black	47,817	26,979	56.4%	47,239	27,241	57.7%	47,385	27,207	57.4%
		<b>GAP</b>	<b>32.2</b>		<b>GAP</b>	<b>32.0</b>		<b>GAP</b>	<b>32.8</b>

**Data Variables:**

The gaps presented for student achievement represent the percentage point difference in performance on the state's Florida Standards Assessment (FSA) in ELA and Math / Level 3 and above. \*Note: These data do not include those students who took the FSA assessments but for whom race was not reported by the student or could not be matched, as there are a very small number of these students each year. Also, please note that the state changed the naming of the Level 3 scoring category from "proficient" to "satisfactory" in 2016-17, though the labeling on the tables above was not changed so as to provide consistent terminology. The district also monitors the performance of black students on ACT and SAT assessments as compared to black student mean scores in Florida and across the nation.

## BTG Goal 2 / Academic Achievement / Math / Progress Update

Pinellas County Schools / Academic Achievement / Summary and Progress Report									
FSA MATH	MATH								
	2015-16			2016-17			2017-18		
	Level 3 and Above			Level 3 and Above			Level 3 and Above		
	# Tested	# Proficient*	% Proficient*	# Tested	# Proficient	% Proficient	# Tested	# Proficient	% Proficient
<b>State TOTAL (All Grades)</b>	1,140,397	624,003	54.7%	1,160,321	651,391	56.1%	1,167,517	662,423	56.7%
<b>District TOTAL (All Grades)</b>	<b>40,116</b>	<b>21,894</b>	<b>54.6%</b>	<b>41,011</b>	<b>22,799</b>	<b>55.6%</b>	<b>40,030</b>	<b>22,264</b>	<b>55.6%</b>
Hispanic	6,862	3,343	48.7%	7,166	3,587	50.1%	7,293	3,616	49.6%
Black/African American	7,677	2,143	27.9%	7,949	2,305	29.0%	7,942	2,319	29.2%
Multi-Racial	1,773	984	55.5%	1,840	1,053	57.2%	1,861	1,066	57.3%
American Indian	84	47	56.0%	84	48	57.1%	59	*	45.8%
White	21,916	14,055	64.1%	22,161	14,448	65.2%	21,182	14,006	66.1%
Asian	1,680	1,270	75.6%	1,674	1,291	77.1%	1,561	1,189	76.2%
Pacific Islander	124	52	41.9%	137	67	48.9%	132	68	51.5%
<b>ELEMENTARY Total (Grades 3-5)</b>	<b>22,557</b>	<b>13,485</b>	<b>59.8%</b>	<b>23,052</b>	<b>14,156</b>	<b>61.4%</b>	<b>22,785</b>	<b>14,014</b>	<b>61.5%</b>
Black	4,266	1,438	33.7%	4,440	1,607	36.2%	4,429	1,632	36.8%
Non-Black	18,291	12,047	65.9%	18,612	12,549	67.4%	18,356	12,382	67.5%
<b>MIDDLE SCHOOL Total (Grades 6-8)</b>	<b>17,559</b>	<b>8,409</b>	<b>47.8%</b>	<b>17,959</b>	<b>8,643</b>	<b>48.1%</b>	<b>17,245</b>	<b>8,250</b>	<b>47.8%</b>
Black	3,411	705	20.7%	3,509	698	19.9%	3,513	687	19.6%
Non-Black	14,148	7,704	54.5%	14,450	7,945	55.0%	13,732	7,563	55.1%
<b>District TOTAL</b>	<b>40,116</b>	<b>21,894</b>	<b>54.6%</b>	<b>41,011</b>	<b>22,799</b>	<b>55.6%</b>	<b>40,030</b>	<b>22,264</b>	<b>55.6%</b>
Black	7,677	2,143	27.9%	7,949	2,305	29.0%	7,942	2,319	29.2%
Non-Black	32,439	19,751	60.9%	33,062	20,494	62.0%	32,088	19,945	62.2%
		<b>GAP</b>	<b>33.0</b>		<b>GAP</b>	<b>33.0</b>		<b>GAP</b>	<b>33.0</b>

**Data Variables:**

The gaps presented for student achievement represent the percentage point difference in performance on the state's Florida Standards Assessment (FSA) in ELA and Math / Level 3 and above. \*Note: These data do not include those students who took the FSA assessments but for whom race was not reported by the student or could not be matched, as there are a very small number of these students each year. Also, please note that the state changed the naming of the Level 3 scoring category from "proficient" to "satisfactory" in 2016-17, though the labeling on the tables above was not changed so as to provide consistent terminology. The district also monitors the performance of black students on ACT and SAT assessments as compared to black student mean scores in Florida and across the nation.

# Goal 3: Advanced Coursework

**Data Reporting Template**

**Action Goal (1.c.):** Eliminate the gap between accelerated participation and performance rates for black and non-black students.

**Goal Manager:** Judith Vigue, Director, Advanced Studies

**Baseline Condition (as of 2015-16)**

Pinellas County Schools has a participation rate that ranges from 12.8% for black students in high school honors classes to 9.1% in high school accelerated courses. The percentage of black students enrolled in career programs (CAPE) is about 17%. The total gap in enrollment among all advanced and accelerated courses for 2015-16 was 5.9 percentage points.

**Short-Range Target:**

Increase the percentage of black students enrolled in advanced and accelerated courses by an average of 1% each year, and increase the percentage of black students earning college credit and industry certifications by .5% each year.

**Long-Range Target:**

Increase the percentage of black students enrolled in advanced and accelerated courses by 1% each year to meet or exceed the percentage enrollment of black students (which was 18% in 2015-16), as well as increase the percentage of black students earning college credit and industry certifications to meet or exceed the district or state average.

**Annual Outcomes:**

To narrow or eliminate the gap between accelerated participation and performance rates for black and non-black students within 10 years, PCS will monitor incremental change for the following annual outcomes:

Goal 3: Annual Outcome Measure		Baseline 2015/16	2016-17	2017-18	2018-19	2019-20	2020 Target
Grades 6-12 / # and % of total black students in grades 6-12 enrolled in any middle or high school advanced or accelerated course.	Black	(3,792) 12.1%	Actual (3,775) 11.9%	(4,691) 13.7%			17.0
			Target	13%	14%	15%	
	GAP	5.9	Actual 6.1	4.3			1.0
	<i>Gap is compared to black student enrollment of 18%.</i>						

<b>Annual Outcome Measures</b>	<b>Baseline (2015/16)</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020 Target</b>
<b>Related Outcome Measures</b>							
# and % of black middle school students enrolled in an advanced course.	(1,583) <b>12.6%</b>	Actual	(1,324) <b>11.1%</b>	(1,859) <b>13.3%</b>			
# and % of black middle school students enrolled in an accelerated (high school) course.	(443) <b>8.9%</b>	Actual	(309) <b>8.1%</b>	(368) <b>8.3%</b>			
# and % of black high school students enrolled in an honors course.	(2,052) <b>12.3%</b>	Actual	(2,225) <b>12.8%</b>	(2,528) <b>14.9%</b>			
# and % of black high school students enrolled in an accelerated course (AP or Dual Enrollment).	(718) <b>8.6%</b>	Actual	(857) <b>9.1%</b>	(996) <b>9.6%</b>			
# and % of black students in high school enrolled in a career, technical education course (high schools).	(2,232) <b>19%</b>	Actual	(2,742) <b>17.0%</b>	(2,555) <b>17.0%</b>			
# and % of black students enrolled in district choice / application programs / total across the district	(1,167) <b>6.3%</b>	Actual	(1,235) <b>6.8%</b>	(3,830) <b>18.9%</b>			
# and % black middle school students earning high school credit through accelerated coursework.	(663) <b>3.3%</b>	Actual	(509) <b>2.5%</b>	(604) <b>3.0%</b>			
% black high school students (individual students) earning college credit through success in course grades or exam scores that articulate to college (of those students taking these courses).	<b>6.0%</b>	Actual	<b>6.8%</b>	<b>6.7%</b>			
# and % of black students in high school completing an industry certification.	No baseline data established	Actual	(1,938) <b>31%</b>	TBD / Data not released until fall.			

## Strategies & In-Process Measures

Throughout the year, PCS will monitor the following strategies and in-process indicators for incremental change to ensure the strategies are effectively narrowing or eliminating the gap between accelerated participation and performance rates for black and non-black students. **NOTE:** Not all strategies in the BTG Plan are listed for monitoring. Only those strategies specific to black learners and those required to support the fidelity of the plan and related research questions are listed below. The full BTG Plan is available on the district's website at pcsb.org.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
3.4 Provide training for teachers of accelerated courses (HS courses in MS and college courses in HS) that is specific to culturally relevant instruction to ensure engagement of black learners.	# and teachers targeted for training	Semester	Informal Report		Approx. 330 remaining. 172 trained last summer.		
	% of teachers trained	Semester Change to Annual measure	Informal Report		Q2 / None to date this year. Training scheduled again for Summer 2018.  172 teachers trained last summer.		
	% classrooms observed	Quarterly	Informal Report	Data only available for all classrooms observed. The data will be disaggregated for only "advanced" courses beginning Quarter 2.  2,293 / All PCS classrooms	S1 / 126 advanced, accelerated, and AVID classrooms observed to date	YTD / 151 advanced, accelerated, and AVID classrooms observed to date	

	% classrooms culturally relevant practices engagement-evident	Quarterly	Informal Report	Q1 / 28% All PCS classrooms  2% Occurring (Evident) / All PCS classrooms  26% Developing / All PCS classrooms	S1 / 31% Advanced, Accelerated Classrooms 6% Occurring (Evident) and 25% Developing / Advanced, Accelerated, AVID classrooms	YTD / 31% Advanced, Accelerated Classrooms 5% Occurring (Evident) and 26% Developing / Advanced, Accelerated, AVID classrooms	
3.5 Implement universal screening for gifted identification for all students by the end of 2 <sup>nd</sup> grade and for any grade for those not previously screened in the Transformation Zone / Scale Up schools to expand the number of black students served within the talent development groups or identified as gifted learners.	# of black students targeted for universal screening	Annually	Informal Report		1,718 District-wide		
	% of black students participating in universal screening	Annually	Informal Report		100%		
	# and % of black students identified through universal screening for further evaluation as a result of universal screening	Annually	Informal Report		S1 / 62 black students out of 775 total students identified  (8% of all students who were identified for further evaluation were black)		
	Delete. # and % of students in Transformation Zone identified as gifted	Semester	Informal Report	Process often takes more than one semester to complete. This is			



		already measured annually via the district's BTG report.				
3.6 Ensure equity by providing easy access for all black students to on-site, college readiness testing in every high school (ACT, SAT, PERT).	% of black <b>students seniors</b> in high school participating in college readiness testing	<b>Semester Annually</b>	Informal Report		<b>12<sup>th</sup> Graders / Black / % participating</b> <b>PERT: 78.7%</b> <b>ACT: 67.5%</b> <b>SAT: 63.4%</b>	
	# and % of black high school students earning a college-readiness score	Annually	Report		<b>ACT:</b> Reading: 147 / 17.1% college ready Math: 39 / 4.5% college ready  <b>SAT:</b> Reading-Writing: 335 / 39% college ready Math: 55 / 6.3% college ready	
3.9 Provide to all high school principals twice a year an accelerated component report disaggregated by race and require schools to track as part of each student's personalized learning to successfully complete an accelerated course or industry certification.	% of black students <b>on track to graduate</b> (grades 11 and 12) who have successfully completed an accelerated course or industry certification	Annually	Informal Report		<b>40.6% of all 11<sup>th</sup> and 12<sup>th</sup> graders / black</b>  <b>Note: For comparison, 61.8% of 11<sup>th</sup> and 12<sup>th</sup> graders / non-black</b>	
3.10 Provide side-by-side coaching as needed to school counselors on using their SAT Suite of Assessments data and academic data disaggregated by race to identify black students who could take more rigorous classes.	# high school counselors / % trained	Semester	Informal Report		<b>100% Trained / Ongoing coaching provided</b>	<b>100% Trained / Ongoing coaching provided</b>

3.11 Ensure that all black students who show potential to succeed in an AP or dual enrollment course are	# of black high school students showing potential	Annually	Informal Report			344	
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scheduled into a course for the appropriate subject and that appropriate support is provided (i.e. AVID).	% black students showing potential who are scheduled into a course for the appropriate subject	Annually	Informal Report	52% 166 / 317 (Note: Updated after Q1 per latest data available)			
	% of black students enrolled in AVID; % change in AVID enrollment from previous year	Annually	Informal Report			1,077 / 4,517 23.8%	4.6 percentage point increase from last year.
3.12 Develop report to provide school principals with real-time academic data (ex. grades) specific to black students in accelerated core courses prior to the end of each grading period to support increased success in those courses.	% of black students earning D and F grades in accelerated core courses at mid-quarter	Quarterly	Informal Report	Report under development. Will be available Quarter 3.	Report finalized. Will be available Quarter 3.	29.8%	43.1%
	# and % of black middle school students who have at least one weighted core content course, and earn all A's and B's / 3.0 GPA for the semester	Semester	Informal Report		1,921 / 52.7%		49.1%

	# and % of black high school students who have at least one weighted core content course for the grading period, and earn at least a 3.0 GPA	Semester	Informal Report		3,523 / 46.5%		49.8%
3.14 Identify and invite the top 15% <del>20%</del> of black 7th grade students in each middle school to participate in the PCS Talent	# black students invited to participate	Annually	Informal Report		189 for 2017-18		

each middle school to participate in the PCS Talent Identification Program which includes taking the SAT and/or attending the summer STEM camp.	# and % of invited black 7 <sup>th</sup> graders taking the SAT	Annually	Informal Report				40 / 21%
	# and % of invited black students participating in SAT and/or STEM camp	Annually	Informal Report				No longer directly connected to STEM camp.
	# of curriculum fair events hosted	Annually	Informal Report				

3.16 Provide to each high school principal <b>by the end of third quarter</b> a roster of the black students in 9th and 10th grades who show potential and should be taking part in courses or extended learning opportunities tied to PSAT preparation for the purposes of improving scholarship opportunities.	# black students identified for PSAT support	Annually	Informal Report				No formal district PSAT prep program was offered this year. This was planned for early in the fall but was not re-scheduled. Schools conducted events.
	# schools with extended learning opportunities tied to PSAT preparation	Annually	Informal Report	8			
	# and % of students identified for PSAT support who participated	Annually	Informal Report				
	% of participating black students whose SAT scores qualify for Bright Futures Scholarships	Annually	Informal Report				
3.19 Increase representation of black learners in Advanced Studies recognition ceremonies (such as PRIDE, AVID Pinning and the Honors Breakfast).	% of black students recognized across all ceremonies	Annually	Informal Report				10.9% to include the AVID Pinning Ceremonies and PRIDE awards in ES, MS and HS.
3.20 Coordinate with each level's education department to invite families of black students to a curriculum fair for accelerated courses, and pathways to graduation.	# and % of schools hosting curriculum fair events (all levels)	Annually	Informal Report				100% across all schools. Some high schools had multiple events.
	# of curriculum fair events hosted	Annually	Informal Report				

**BTG Goal 3 / Advanced Coursework / Pinellas County Schools / Progress Update**

**Pinellas County Schools / Advanced Coursework / Summary and Progress Report**

2016-17												
	# Enrolled Gifted ALL Grades	% Gifted ALL Grades	# Enrolled ADV MS	% of Total ADV MS	# Enrolled ACCEL MS	% of Total ACCEL MS	# Enrolled HONORS HS	% of Total HONORS HS	# Enrolled ACCEL HS	% of Total ACCEL HS	# Enrolled ALL MS, HS Adv, Accel	% Enrolled ALL MS, HS Adv, Accel
Hispanic	628	9.0%	1750	14.7%	464	12.1%	2425	14.0%	1277	13.6%	4535	14.3%
Black	281	4.0%	1324	11.1%	309	8.1%	2225	12.8%	857	9.1%	3775	11.9%
Multi-Racial	324	4.6%	490	4.1%	165	4.3%	697	4.0%	386	4.1%	1288	4.1%
American Indian	11	0.2%	23	0.2%	10	0.3%	42	0.2%	19	0.2%	66	0.2%
White	5260	75.4%	7563	63.5%	2558	66.7%	10960	63.2%	6181	65.7%	20,026	63.3%
Asian	474	6.8%	765	6.4%	327	8.5%	983	5.7%	688	7.3%	1938	6.1%
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
<b>Enrollment / TOTAL</b>	<b>6,978</b>	<b>100.0%</b>	<b>11,915</b>	<b>100.0%</b>	<b>3833</b>	<b>100.0%</b>	<b>17,332</b>	<b>100.0%</b>	<b>9,408</b>	<b>100.0%</b>	<b>31,628**</b>	<b>100.0%</b>
<b>Enrollment / Black</b>	<b>Total Gap*</b>	<b>14.0</b>	<b>GAP</b>	<b>6.9</b>	<b>GAP</b>	<b>9.9</b>	<b>GAP</b>	<b>5.2</b>	<b>GAP</b>	<b>8.9</b>	<b>Total GAP*</b>	<b>6.1</b>
			Performance MS / Advanced		Performance MS / Accel		Performance HS / Honors		Performance HS / Accel (DE Total)		Performance HS / Accel (AP Total)	
			N	%	N	%	N	%	N	%	N	%
<b>Performance / Black</b>			2,800	91.6%	509	93.9%	8,586	80.0%	796	88.0%	780	22.7%
<b>Performance / Non-Black</b>			21,910	96.6%	7,063	96.8%	65,612	88.8%	10,018	94.3%	11,611	47.4%
<b>GAP</b>			<b>5.0</b>		<b>GAP</b>	<b>2.9</b>	<b>GAP</b>	<b>8.8</b>	<b>GAP</b>	<b>6.3</b>	<b>GAP</b>	<b>24.7</b>

**BTG Goal 3 / Advanced Coursework / Pinellas County Schools / Progress Update**

**Pinellas County Schools / Advanced Coursework / Summary and Progress Report**

2017-18												
Enrollment	# Enrolled Gifted ALL Grades	% Gifted ALL Grades	# Enrolled ADV MS	% of Total ADV MS	# Enrolled ACCEL MS	% of Total ACCEL MS	# Enrolled HONORS HS	% of Total HONORS HS	# Enrolled ACCEL HS	% of Total ACCEL HS	# Enrolled ALL MS, HS Adv, Accel	% Enrolled ALL MS, HS Adv, Accel
Hispanic	772	9.8%	2238	16.0%	577	13.1%	2449	14.4%	1496	14.3%	5220	15.2%
Black	390	5.0%	1859	13.3%	368	8.3%	2528	14.9%	996	9.6%	4691	13.7%
Multi-Racial	398	5.1%	625	4.5%	195	4.4%	682	4.0%	445	4.3%	1444	4.2%
American Indian	5	0.6%	24	0.2%	10	0.2%	33	0.2%	23	0.2%	64	0.2%
White	5780	73.4%	8441	60.3%	2905	65.8%	10290	60.5%	6619	63.5%	20,724	60.4%
Asian	528	6.7%	813	5.8%	361	8.2%	1030	6.1%	850	8.2%	2165	6.3%
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
<b>Enrollment / TOTAL</b>	<b>7,873</b>	<b>100.0%</b>	<b>14,000</b>	<b>100.0%</b>	<b>4416</b>	<b>100.0%</b>	<b>17,012</b>	<b>100.0%</b>	<b>10,429</b>	<b>100.0%</b>	<b>34,298**</b>	<b>100.0%</b>
<b>Enrollment / Black</b>	<b>Total Gap*</b>	<b>13.0</b>	<b>GAP</b>	<b>4.7</b>	<b>GAP</b>	<b>9.7</b>	<b>GAP</b>	<b>3.2</b>	<b>GAP</b>	<b>8.4</b>	<b>Total GAP*</b>	<b>4.3</b>

Performance	Performance MS / Advanced		Performance MS / Accel		Performance HS / Honors		Performance HS / Accel (DE Total)		Performance HS / Accel (AP Total)	
	N	%	N	%	N	%	N	%	N	%
	<b>Performance / Black</b>	3,552	91.5%	604	92.4%	9,803	80.0%	925	88.0%	966
<b>Performance / Non-Black</b>	27,937	96.6%	7,965	95.7%	67,747	91.0%	10,598	94.5%	12,699	48.4%
<b>GAP</b>	<b>5.1</b>	<b>GAP</b>	<b>3.3</b>	<b>GAP</b>	<b>11.0</b>	<b>GAP</b>	<b>6.5</b>	<b>GAP</b>	<b>27.4</b>	

**Data Variables:**

**ENROLLMENT / PARTICIPATION:** The data represented in these charts show the individual students (or what are referred to as "unique" students) who were identified as Gifted or enrolled in an advanced or accelerated course. The data are pulled in March of the school year presented. \*\*The total number of students represented in the Total Gap column to the far right represent all students who were enrolled in any advanced or accelerated course in middle school or high school and, as such, will not equal the total of the previous columns. Each column is unique unto itself as a way of measuring enrollments at each course and level. The data in these charts include the total number of students identified as Gifted in elementary and middle schools combined. The data also include any student enrolled in an advanced, honors, or accelerated course (a middle school student taking a high school course or a high school student taking a Dual Enrollment or Advanced Placement course). These data do not include student enrollments in IB or AICE courses because those courses are only offered at a few high schools and any enrollment gaps in those magnet programs are reported as part of our district's report on district application program enrollments. \*The actual gap for purposes of participation (or enrollment) is compared against the enrollment of black students in the district (which was 18% as of 2015-16). **PERFORMANCE:** The performance data are defined as the total courses taken by black or non-black students and, in turn, the percentage of those earning a C grade or higher in advanced, honors and Dual Enrollment courses or a score of 3+ on an AP test. Both the C grade in Dual Enrollment and the score of 3+ on AP tests are the requirements for earning college credit. These total courses taken will not match the total enrollments in the enrollment table above because the students enrolled often take more than one advanced or accelerated course.+A total gap for performance has not been being calculated as the total number of black students who were successful in one or more advanced or accelerated courses can be quite a bit different from another such course. Note: Pacific Islanders data are not presented as the number of Pacific Islander students is very small and those students are not presented separately for privacy reasons. The totals for Pacific Islander are included under Asian so the totals equal 100%.

# Goal 4: Student Discipline

**Data Reporting Template**

**Action Goal (1.d.):** Reduce the disparity in the rates of disciplinary infractions between black and non-black students.

**Goal Manager:** Area Superintendents

**Baseline Condition (as of 2015-16)**

Pinellas County Schools has reduced its number of referrals (a decrease of 30.3%) and out-of-school suspensions (a decrease of 56.7%) for black students significantly since 2013-14, though the district has not reduced the disparity gap, as the number and percentage of referrals and suspensions for non-black students has decreased at a similar rate. The gap has remained somewhat constant. The gap is typically represented by “risk ratio” and that number is 2.38 for referrals and 4.33 for suspensions, which means that black students remain about two times more likely to receive a referral and four times more likely to receive a suspension.

**Short-Range Target:**

Reduce the risk ratio for out of school suspensions by 0.33 each year.

**Long-Range Target:**

Reduce the number of referrals and suspensions for black students and reduce the risk ratio for black students for referrals and suspensions until it reaches the target ratio of 1.0 within 10 years.

**Annual Outcomes:** To reduce the disparity in the rates of disciplinary infractions between black and non-black students within 10 years, PCS will monitor incremental change for the following annual outcomes:

Annual Outcome Measures	Baseline (2015/16)	2016-17	2017-18	2018-19	2019-20	2020 Target
Discipline Disparity Rate / Risk Ratio (referrals) / black students	2.38	Actual	2.64	2.43		1.90
		Target	2.30	2.20	2.10	
Discipline Disparity Rate / Risk Ratio (OSS) / black students	4.33	Actual	4.07	3.61		2.70
		Target	4.00	3.70	3.40	
Related Outcomes Measures	Baseline (2015/16)	2016-17	2017-18	2018-19	2019-20	2020 Target
# and % of black students with an office disciplinary referral (also report detailed findings by gender and type of infraction)	(7,009) 46.1% of all referrals	Actual (6,919) 47.6%	(6,867) 45.7%			

# and % of black students with an out-of-school suspension (OSS) (also report detailed findings by gender and type of infraction)	(2,918) 52.9% of all OSS	Actual	(2,374) 51.7%	(2,625) 51.3%			
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### Strategies & In-Process Measures

Throughout the year, PCS will monitor the following strategies and in-process indicators for incremental change to ensure the strategies are effectively reducing the disparity in the rates of disciplinary infractions between black and non-black students. **NOTE:** Not all strategies in the BTG Plan are listed for monitoring. Only those strategies specific to black learners and those required to support the fidelity of the plan and related research questions are listed below. The full BTG Plan is available on the district's website at pcsb.org

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
4.1 / 4.8 Develop and implement with fidelity in all schools a school-wide behavior plan that integrates all the critical components of PBIS (school-wide expectations / rules, guidelines for success, plan for teaching pro-social / appropriate student behavior, and positive reinforcement for behavior).	% of schools with behavior plans that integrate critical components of PBIS (using rubric)	Annually	Informal Report	100%			
	% of schools scoring satisfactory or higher on the PBIS Implementation Checklist (PIC) / 70%	Semester	Informal Report		65% scored satisfactory or higher		
	% of schools scoring 70% or higher on the Benchmarks of Quality (BOQ) assessments	Annually	Informal Report				75% scored satisfactory or higher
4.2 Closely monitor school discipline data to eliminate Out-of-School Suspension (OSS) for non-violent infractions, such as skipping class/school, missed detentions, excessive tardies, electronic devices, leaving school grounds w/o	# and % of non-violent infractions for black students that resulted in OSS	Quarterly	Informal Report	Q1 / 5 All for bus misconduct  Less than 1% of all suspensions	Q2 / 0 None this quarter	Q3 / 4 All for leaving campus	Q4 / 0 None this quarter



Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
permission, or being in an unauthorized location.				given to black students			
4.2 Closely monitor school discipline data to review practice regarding out-of-school suspension (OSS) for the following non-violent infractions: defiance and classroom disruption	# and % of defiance and classroom disruption referrals for black students that resulted in OSS	Quarterly	Informal Report	<b>Q1 / 193</b> 23.7% of all suspensions given to black students	<b>Q2 / 309</b> 23.9% of all suspensions given to black students	<b>Q3 / 433</b> 12.1% of all suspensions given to black students	<b>Q4 / 595</b> 28.5% of all suspensions given to black students
4.3 Train all School-Based Resource Officers (SROS) to ensure full implementation of the Collaborative Interagency Agreement, which is designed to decrease arrests in favor of school consequences.	% of officers trained	Semester	Informal Report		<b>100%</b>		<b>100%</b>
	# and % of black students arrested	Quarterly	Informal Report	<b>Q1 / 67 black students arrested</b>	<b>S1 / 80 black students arrested</b>  62.9% of all students arrested were black	<b>Q3 / 65 black students arrested</b>  60.7% of all students arrested were black	<b>Q4 / 39 black students arrested</b>  <b>YTD / 251</b> 61.8% of all students arrested in 2017-18 were black
4.4 Ensure policy is followed that that no more than 10 days of Out-of-School Suspension (OSS) is given to general education students in one semester without consultation with the Area Superintendent.	# of black students with 10+ (more than 10) days OSS / semester	Semester	Informal Report		<b>11</b>		<b>YTD / 58</b>

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
4.4 Ensure procedure is followed that that no more than 10 days of Out-of-School Suspension (OSS) is given to ESE students in the entire year.	# of black ESE students with 10+ (more than 10) days OSS / year	Annually	Informal Report				16
4.5 Ensure procedure is followed that no elementary students are given OSS without consultation with Area Superintendent.	# and % of black elementary students given OSS with or without consultation with Area Superintendent	Quarterly	Informal Report	Q1 / 53	Q2 / 72  S1 / 125 to date 65.4% of suspensions in elementary school went to black students.  Note: No elementary suspensions were issued without consultation with an Area Supt.	Q3 / 140  YTD / 238 to date 66.0% of suspensions in elementary school went to black students.  Note: No elementary suspensions were issued without consultation with an Area Supt.	Q4 / 77  YTD / 342 to date 65.1% of suspensions in elementary school went to black students.  Note: No elementary suspensions were issued without consultation with an Area Supt.
4.6 Ensure procedure is followed that no more than 3 days of In-School Suspension (ISS) or OSS is given for any one infraction without consultation with Area Superintendent.	# of black students given ISS or OSS for one infraction that is more than 3 days with and without consultation with Area Superintendent	Quarterly	Informal Report	0	0	0	0
4.7 Collaborate with the Community Equity Committee to garner support and feedback in order to improve and/or reduce discipline disparity practices.	# of meetings held	Semester	Informal Report		1		1

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
4.10 Train all school administrators in the use of culturally responsive disciplinary practices and ensure strong implementation in all schools, beginning with those schools with high minority enrollments.	% leaders trained	Annually	Informal Report	<b>100% / 123 principals and school teams</b>			
	# and % of black students receiving referrals and suspensions (OSS) compared to all other students receiving referrals and suspensions.	Quarterly	Informal Report	<b>Referrals (2,568)</b> 48.8% of all referrals have gone to black students.  <b>OSS (619)</b> 54.6% of all suspensions have gone to black students.	<b>Referrals Q2 (3,628)</b> 46.9% of all referrals have gone to black students.  <b>OSS Q2 (931)</b> 51.4% of all suspensions have gone to black students.	<b>Referrals Q3 (3,602)</b> 38.7% of all referrals have gone to black students.  <b>OSS Q3 (1,075)</b> 48.6% of all suspensions have gone to black students.	<b>Referrals YTD (6,867)</b> 45.7% of all referrals have gone to black students.  <b>OSS YTD (2,625)</b> 51.3% of all suspensions have gone to black students.
4.11 Provide school leadership teams with strategies on Social and Emotional Learning (SEL) to support a student's ability to contribute to a school's positive culture.	% leadership teams trained	Annually	Informal Report	<b>95%</b> of principals have been trained at the awareness level			<b>100%</b> of principals have been trained at the awareness level
4.12 Provide professional development to principals on the use of Check-In Check-Out as a Culturally Responsive Intervention for black male students.	% leaders trained	Semester	Informal Report		<b>100% received training</b>		<b>100% received training</b>
	# black males students receiving the intervention	Semester Annually	Informal Report		<b>1,757 black students have received this intervention (male and female)</b>		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
4.18 Implement an Alternative Placement Program (APP) for suspension for middle and high school students as an alternative setting for students to serve a suspension.	# of total students taking part in Alternative Placement Program.	Quarterly		Q1 / 73	Q2 / 21 S1 / 94 to date	Q3 / 205 YTD / 302 to date	YTD / 372 taking part in 2017-18
4.20 Provide professional development on restorative practices to all schools, delivered by the licensed PCS restorative practice trainers.	% school teams schools participating in PD	Semester	Informal Report	100%		100%	
	#, % of schools implementing restorative practices at an application level.	Semester	Informal Report		0% All schools still operating at an awareness level during this first-year of implementation		0% All schools still operating at an awareness level during this first-year of implementation

**BTG Goal 4 / REFERRALS / Pinellas County Schools / Annual Discipline Update / Year-End Totals**

**Pinellas County Schools / Summary and Progress Report / Student Referrals**

Referrals	Number of referrals	Percentage of total referrals	Number of students w/ a referral	Risk Ratio	Number of referrals	Percentage of total referrals	Number of students w/ a referral	Risk Ratio	Number of referrals	Percentage of total referrals	Number of students w/ a referral	Risk Ratio	Number of Referrals 3-Year TREND	Number of Referrals 3-Year % CHANGE	Number of Students 3-Year TREND	Number of Students 3-Year % CHANGE
	2015-16				2016-17				2017-18				3-Year TREND			
Hispanic	10,521	11.8%	2,774	0.85	9,213	12.3%	2,551	0.82	10,023	13.5%	2,732	0.82	-498	-4.7%	-42	-1.5%
Black/African American	40,953	46.1%	7,009	2.38	35,421	47.6%	6,919	2.64	33,815	45.7%	6,867	2.43	-7,138	-17.4%	-142	-2.0%
Multi-Racial	4,081	4.6%	838	1.04	3,338	4.5%	806	1.03	3,215	4.3%	789	0.97	-866	-21.2%	-49	-5.8%
American Indian	181	0.2%	57	1.29	90	0.1%	41	1.10	201	0.3%	42	1.17	20	11.0%	-15	-26.3%
White	32,253	36.3%	8,585	0.61	25,543	34.3%	7,597	0.57	25,915	35.0%	7,502	0.61	-6,338	-19.7%	-1,083	-12.6%
Asian	844	1.0%	337	0.37	803	1.1%	304	0.36	859	1.2%	336	0.40	15	1.8%	-1	-0.3%
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>District TOTAL</b>	<b>88,833</b>		<b>19,600</b>		<b>74,408</b>		<b>18,218</b>		<b>74,028</b>		<b>18,269</b>		<b>-14,805</b>	<b>-16.7%</b>	<b>-1,331</b>	<b>-6.8%</b>
			<b>GAP</b>	<b>1.38</b>			<b>GAP</b>	<b>1.64</b>			<b>GAP</b>	<b>1.43</b>				

**Data Variables:**

\*Data presented in this table are FINAL for EOY and represent all days in the school year. Note: Data presented monthly or quarterly represent the # of DAYS in the month or quarter so as to maintain a fair comparison to previous years. Due to changes in the school-year calendar from year-to-year, a direct quarter-to-quarter or semester-to-semester comparison is not always appropriate. In those cases, to make an appropriate comparison, the nth day (such as 47th day) is used. PCS / Office of Assessment, Accountability and Research / Updated: June 2018. PCS / Office of Assessment, Accountability and Research / Updated: June 2018

**BTG Goal 4 / OSS / Pinellas County Schools / Annual Discipline Update / Year-End Totals**

**Pinellas County Schools / Summary and Progress Report / Out-of-School Suspensions (OSS)**

Out-of-School Suspensions	2015-16				2016-17				2017-18				3-Year TREND			
	Number of suspensions (OSS)	Percentage of total suspensions	Number of students suspended (OSS)	Risk Ratio	Number of suspensions (OSS)	Percentage of total suspensions	Number of students suspended (OSS)	Risk Ratio	Number of suspensions (OSS)	Percentage of total suspensions	Number of students suspended (OSS)	Risk Ratio	Number of Suspensions 3-Year TREND	Number of Suspensions 3-Year % CHANGE	Number of Students 3-Year TREND	Number of Students 3-Year % CHANGE
Hispanic	1,060	10.0%	648	0.67	1,046	11.6%	587	0.68	1,308	12.5%	715	0.69	248	23.4%	67	10.4%
Black/African American	5,603	52.9%	2,918	4.33	4,666	51.7%	2,374	4.07	5,369	51.3%	2,625	3.61	-234	-4.2%	-293	-10.0%
Multi-Racial	505	4.7%	266	1.10	481	5.3%	238	1.14	487	4.7%	249	1.01	-18	-3.6%	-17	-6.4%
American Indian	8	*	7	0.51	3	0.1%	3	0.30	27	0.3%	16	1.47	19	*	*	-76.9%
White	3,338	31.5%	2,000	0.38	2,723	30.2%	1,621	0.40	3,182	30.4%	1,888	0.45	-156	-4.7%	-112	-5.6%
Asian	84	1.0%	58	0.22	106	1.2%	69	0.30	95	0.9%	66	0.26	11	13.1%	8	13.8%
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>District TOTAL</b>	<b>10,598</b>		<b>5,897</b>		<b>9,025</b>		<b>4,892</b>		<b>10,468</b>		<b>5,559</b>		<b>-130</b>	<b>-1.2%</b>	<b>-338</b>	<b>-5.7%</b>
			<b>GAP</b>	<b>3.33</b>			<b>GAP</b>	<b>3.07</b>			<b>GAP</b>	<b>2.61</b>				

**Data Variables:**

\*Data presented in this table are FINAL for EOY and represent all days in the school year. Note: Data presented monthly or quarterly represent the # of DAYS in the month or quarter so as to maintain a fair comparison to previous years. Due to changes in the school-year calendar from year-to-year, a direct quarter-to-quarter or semester-to-semester comparison is not always appropriate. In those cases, to make an appropriate comparison, the nth day (such as 47th day) is used. PCS / Office of Assessment, Accountability and Research / Updated: June 2018

## **Goal 5: ESE Identification**

### Data Reporting Template

**Action Goal (1.e.):** Reduce the disparity of black students being found eligible for Exceptional Student Education (ESE) programs.

**Goal Manager:** Lynne Mowatt, Executive Director, Exceptional Student Education

#### **Baseline Condition (as of 2015-16)**

Pinellas County Schools percentage of overall placements for Exceptional Student Education (ESE) is 14%. However, disproportionate representation of racial and ethnic groups in specific disability categories exist; specifically, the number of black students identified for placement (25%) is not representative of the black student population at PCS and remains disparate from the number of non-black students identified. The disproportionality of black and non-black students is represented by risk ratios. The disproportionate representation is largely found within the Emotional Behavioral Disability (EBD) designation. The risk ratio for overall placement in ESE in the 2015-16 school year was 1.45, which means that black students were nearly one and one half times as likely to be identified as an ESE student than non-black students. The risk ratio for EBD eligibility in the 2015-16 school year was 4.20, which means that black students were four times more likely to be referred for EBD services than non-black students.

#### **Short-Range Target:**

Reduce the risk ratio for EBD placement by one quarter (0.25) each year.

#### **Long-Range Target:**

Reduce the risk ratio each year with a target disparity rate at or near 1.0 within 10 years.

**Annual Outcomes:**

To reduce the number of black students being found eligible for Exceptional Student Education programs within 10 years, PCS will monitor incremental change for the following annual outcomes:

<b>Annual Outcome Measures</b>	<b>Baseline (2015/16)</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020 Target</b>
Risk Ratio (ESE overall) / black	1.45	Actual	1.45	1.46			1.25
		Target	1.45	1.40	1.35	1.30	
Risk Ratio (EBD) / black	4.20	Actual	3.94	3.84			2.95
		Target	3.95	3.70	3.45	3.20	
<b>Related Outcomes Measures</b>							
# and % of black students eligible for ESE services	(3,618) 25%	Actual	(3,371) 25%	(3,947) 23%			
# and % of black students eligible for Emotional Behavioral Disability (EBD) identification / Total	(427) 49%	Actual	(335) 49%	(363) 48%			
# and % of black students found eligible for Emotional Behavioral Disability (EBD) identification / Identified in Pinellas	(20) 47%	Actual	(15) 56%	(14) 52%			
# and % of black students found eligible for Emotional Behavioral Disability (EBD) identification / Transfers Into County	(24) 42%	Actual	(23) 40%	(13) 39%			



## Strategies & In-Process Measures

Throughout the year, PCS will monitor the following strategies and in-process indicators for incremental change to ensure the strategies are effectively reducing the number of black students being found eligible for Exceptional Student Education programs. **NOTE:** Not all strategies in the BTG Plan are listed for monitoring. Only those strategies specific to black learners and those required to support the fidelity of the plan and related research questions are listed below. The full BTG Plan is available on the district's website at pcsb.org.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
5.2 The Exceptional Student Education (ESE) department will initiate a record review for new to Pinellas transfer students with an EBD eligibility from outside of the district to determine most appropriate services in PCS. Students will receive current IEP services during the time they are being reevaluated.	# of black transfer students into Pinellas County identified as EBD	Quarterly	Informal Report	Q1 / 14	Q2 / 3	Q3 1	Q4/2
	# of record reviews completed for black transfer students into Pinellas County	Semester	Informal Report		S1 / 17		Q4/5
	# of black transfer students identified for EBD re-evaluation process	Quarterly	Informal Report	Q1 / 14	Q2 / 2	Q3 1	Q4/1
	% # of re-evaluations completed for EBD transfer students / black	Semester	Informal Report		0 (not completed as of yet)		Q4/1
	# of black transfer students identified for EBD after review, re-evaluation process	Semester	Informal Report		0 (not completed as of yet)		Q4/4
<del>5.3 Provide intensive supports from district personnel to ensure interventions are being implemented for black students who received evaluation consent at the end of the prior school year.</del>	<del># of students referred late in the previous school year</del> Change to plan: This action step will be removed. It can no longer be tracked since all students fall under the new process.	Quarterly	Informal Report	N/A			

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	# and % of late referral students found eligible after evaluation	Semester	Informal Report				
5.4 Provide intensive and intentional early intervening services, using district resources, prior to Emotional Behavioral Disability (EBD) identification.	# of school support requests for early intervening services for students under consideration for EBD	Quarterly	Informal Report	Q1 / 6	Q2 / 14	Q3 / 7	Q4 / 11
	# of school support requests for early intervening services for black students under consideration for EBD	Quarterly	Informal Report	Q1 / 4	Q2 / 7	Q3 / 5	Q4 / 6
	# of black students receiving early intervening support (using the district behavior specialists' database for	Quarterly	Informal Report	Q1 / 4 students receiving support	Q2 / 7	Q3 / 5	Q4 / 9
	# of new EBD eligibilities / black students / identified by PCS	Quarterly	Informal	Q1 / 21	Q2 / 5	Q3 / 4	Q4 / 2
	# of new EBD eligibilities for black students identified by PCS	Quarterly	Informal Report	Q1 / 9	Q2 / 1	Q3 / 2	Q4 / 1
5.5 The Exceptional Student Education (ESE) department will initiate a records review and re-evaluation as needed for black students who are designated as EBD. Additionally, the ESE department will identify students with multiple eligibilities (including EBD) and initiate a records review when applicable.	# of black students identified as EBD	Annually	Informal Report	293			363
	# of record reviews completed after identification ≠ for black EBD students	Semester	Informal Report		S1 / 34		S2 / 68
	# of re-evaluations completed for black EBD students						1

	# of transfers of EBD to a secondary disability ≠ for black students						1
	# of dismissals from EBD ≠ for black students	Annually	Informal Report				0
5.7 Provide targeted and sustainable professional development to behavior specialists that includes the utilization of student specific data and interventions, including, cultural components in student's positive behavior plans (PBIP).	# and % of behavior specialists trained	Semester	Informal Report		76 trained (86%)		76 trained (86%)
	# of black students identified as EBD at schools with trained behavior specialists	Semester	Informal Report		1		7

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
5.8 Pilot a model for collaborative and proactive solutions (CPS), literacy instruction (IRLA), and social emotional learning (SEL) at one elementary school as a potential model for other schools to follow. <b>Noted change to BTG plan: Change measures to annual.</b>	# and % of school- based staff at pilot school trained in collaborative problem solving	Annually	Informal Report	100%			100%
	# of student-teacher meetings	<del>Quarterly</del>	Informal Report	Q1 / 41			YTD / 42
	# of collaborative problem solving plans developed	Quarterly	Informal Report	Q1 / 21			40
	# of requests for school support services and # of new eligibilities at pilot school	Semester	Informal Report		0		1
5.9 Provide a district Coordinated Early Intervening Services (CEIS) Behavior Specialist to provide intensive support to students with a focus in high minority schools.	# of high minority schools receiving services	Quarterly	Informal Report	Q1 / 2	Q2 / 11	Q3 / 6	Q4 / 13
	<del># of black students receiving services</del> <b>Change. See below.</b>	<del>Quarterly</del>	<del>Informal Report</del>				
	# of black students served by CEIS specialist	Quarterly	Informal Report	Q1 / 13	Q2 / 20	Q3 / 21	Q4 / 21
5.10 Provide a district ESE Behavior Specialist to provide intensive support to ESE students in all schools.	# of schools receiving services	Quarterly	Informal Report	Q1 / 50	Q2 / 63	Q3 / 61	Q4 / 35
	<del># of black students receiving services</del>	<del>Quarterly</del>	<del>Informal Report</del>	Q1 / 33	Q2 / 46	Q3 / 40	Q4 / 61
	# of black students served by district ESE Behavior Specialist	Quarterly	Informal				

**BTG Goal 5 / ESE Identification / Pinellas County Schools / Progress Update**

**Pinellas County Schools / Summary and Progress Report / ESE, EBD**

ESE, EBD	% Identified EBD STATE			% Identified EBD DISTRICT			Risk Ratio EBD			% Identified ESE STATE			% Identified ESE DISTRICT			Risk Ratio ESE		
	STATE	DISTRICT	Risk Ratio	STATE	DISTRICT	Risk Ratio	STATE	DISTRICT	Risk Ratio	STATE	DISTRICT	Risk Ratio	STATE	DISTRICT	Risk Ratio	STATE	DISTRICT	Risk Ratio
	2015-16						2016-17						2017-18					
Hispanic	19%	6%	<b>0.31</b>	30%	15%	<b>0.91</b>	19%	6%	<b>0.33</b>	30%	15%	<b>0.91</b>	20%	6%	<b>0.35</b>	31%	16%	<b>0.92</b>
Black/African American	39%	49%	<b>4.20</b>	26%	25%	<b>1.45</b>	39%	48%	<b>3.94</b>	25%	25%	<b>1.45</b>	38%	48%	<b>3.84</b>	25%	25%	<b>1.46</b>
Multi-Racial	4%	4%	<b>0.94</b>	3%	3%	<b>0.74</b>	4%	4%	<b>0.94</b>	3%	3%	<b>0.67</b>	5%	4%	<b>0.94</b>	3%	3%	<b>0.68</b>
American Indian	1%	1%	*	1%	1%	<b>1.07</b>	1%	1%	*	1%	1%	*	1%	1%	*	1%	1%	*
White	37%	41%	<b>0.53</b>	40%	55%	<b>0.94</b>	37%	41%	<b>0.56</b>	39%	55%	<b>0.96</b>	37%	41%	<b>0.57</b>	39%	54%	<b>0.95</b>
Asian	1%	1%	*	1%	2%	<b>0.43</b>	1%	1%	*	1%	2%	<b>0.42</b>	1%	1%	*	1%	2%	<b>0.41</b>
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	<b>GAP</b>		<b>3.20</b>	<b>GAP</b>		<b>0.45</b>	<b>GAP</b>		<b>2.94</b>	<b>GAP</b>		<b>0.45</b>	<b>GAP</b>		<b>2.84</b>	<b>GAP</b>		<b>0.46</b>

**Data Variables:**

The summative data provided above are derived from the state's report on ESE enrollment that is released each summer under the heading of the LEA Profile. Any data reported quarterly are run by the district's Office of Assessment, Accountability and Research to closely mirror the data rules found within the LEA Profile.

PCS / Office of Assessment, Accountability and Research / July 2018

# Goal 6: Minority Hiring

**Data Reporting Template**

**Action Goal (4.17.)** Increase the number of black teachers and administrators to closely mirror the student enrollment by ethnicity.

**Goal Manager:** Paula Texel, Human Resources

**Baseline Condition (as of 2015-16)**

Pinellas County Schools employs nearly 7,500 teachers, of which approximately 8% are black. The percentage breakdown of administrators in the district is about 22% black. The district enrollment of black students in 2015-16 was 18%.

**Short-Range Target:**

Increase the number of black teachers hired by an average of 1% each year.

**Long-Range Target:**

Increase the number of black teachers by 1% each year, with a target of meeting or exceeding the enrollment of the black student population.

**Annual Outcomes:**

To increase teacher recruitment and retention efforts to ensure that faculty diversity mirrors the student population, PCS will monitor incremental change for the following annual outcomes:

Annual Outcome Measures		Baseline (2015/16)	2016-17	2017-18	2018-19	2019-20	2020 Target
# and % of total instructional positions / black	Black	(622) <b>8.3%</b>	Actual (647) <b>8.8%</b>	(671) <b>9.2%</b>			<b>13.0</b>
			Target 9%	10%	11%	12%	
<i>Gap is compared to black student enrollment of 18%.</i>	<b>GAP</b>	<b>9.7</b>	Actual <b>9.2</b>	<b>8.8</b>			
Related Outcomes Measures							
# and % of new instructional hires / black		<b>No baseline</b>	Actual (18 /153) <b>11.7%</b>	(109 / 737) <b>14.8%</b>			
# and % of total administrative positions (combined district-based and school-based) / black		(83) <b>21.2%</b>	Actual (86) <b>21.5%</b>	(87) <b>22.0%</b>			

## Strategies & In-Process Measures

Throughout the year, PCS will monitor the following strategies and in-process indicators for incremental change to ensure the strategies are effectively increasing teacher recruitment and retention efforts to ensure faculty diversity mirrors the student population. **NOTE:** Not all strategies in the BTG Plan are listed for monitoring. Only those strategies specific to black learners and those required to support the fidelity of the plan and related research questions are listed below. The full BTG Plan is available on the district's website at pcsb.org.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
In-Process indicator common for all action steps	# of <del>qualified</del> active instructional applicants / total	Semester	Report		Q2 / 1020		Q4 / 656
	# of active instructional applicants, self-identified as black	Semester	Report		Q2 / 110 Note: 22 of 110 were listed as certified and eligible for hire		Q4 / 62
	# and % of instructional applicants hired / black	Semester	Report		S1 / 96 (16% of total hires were black)		S1 / 17 (12% of total hires were black)
6.6 Establish a semi-annual process to review the practices and processes around recruiting and hiring of teachers in critical shortage areas to determine areas of strength and areas for improvement.	Semi-annual review complete / findings shared with district leadership team	Semester	Informal Report Semi-Annually	Preliminary review is underway		Preliminary review now complete	
		Annually	Formal Report Annually				Complete. Findings shared with district leadership.
6.7 Hire a minority recruitment specialist to focus on recruiting a highly qualified, diverse workforce. <del>Noted change to BTG plan: Remove. Job is filled. Delete this action step.</del>	Position created, job description, job filled	Annually	Informal Report			Position filled. Action step to be deleted.	

6.8 Establish <b>and continue the strong</b> relationships with colleges and universities, including historically black colleges and universities (HBCUs) and black	# HBCU identified / contacts	Semester	Informal Report		<b>10</b> Identified in FL, GA and NC <b>5 contacted</b>		<b>0</b> Newly identified <b>5 contacted</b> in FL, GA and NC
student organizations within majority white institutions.							
# visits to each HBCU	Quarterly	Informal Report	<b>0</b> 1 had to be rescheduled by the university	<b>1</b> (FAMU)	<b>0</b> (Visit to FAMU scheduled for Quarter 4)	<b>1</b> (FAMU)	
# of black student organizations identified, by college/university	Semester	Informal Report		<b>0</b>		<b>4</b>	
# contact or events with black student organizations, by college/university	Semester	Informal Report		<b>0</b>		<b>2</b>	



Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
6.9 Create a recruitment plan/packet specific to attracting minority applicants to be used by all hiring managers in the district.	Plan/packet created, available for use	Annually	Publication			Plan / packet created. Available for review.	
6.10 Establish a marketing campaign designed to attract black applicants via Education Week and social media. <b>Noted change to BTG plan: Make change in action step to be more specific, including district website / such as Facebook, Education Week, Indeed, LinkedIn, Handshake, etc.)</b>	# social media and digital instructional recruitment posts, by medium type	Quarterly	Informal Report	Q1 / 598 Facebook. Ed Week. Indeed. LinkedIn Monster.com	Q2 / 236	Q3 / 286	Q4 / 671
	# of new / unique print instructional recruitment posts distributed (Job Fair & PCS School Recruitment Flyers; Tampa Bay Times; FL Courier)	Quarterly	Informal Report	Q1 / 11	Q2 / 4	Q3 / 11	Q4 / 11

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	# Education Week instructional recruitment posts	Quarterly	Informal Report	Q1 / 299 Revised from 595 originally reported. Updated data rules.	Q2 / 118	Q3 / 143	Q4 / 327
	# applicants by recruited by medium as reported on application for employment	Quarterly	Informal Report	Q1 / 55 Revised from 89 originally reported. Updated data rules	Q2 / 22	Q3 / 158	Q4 / 241
6.11 Identify and collaborate with community stakeholder groups, including the Pinellas Alliance of Black School Educators (PABSE).	# stakeholder groups identified for collaboration	Semester	Informal Report		5 / PABSE, NAACP, etc.		5 / PABSE, NAACP, etc.
	# of contacts and events with each stakeholder group	Semester	Informal Report		6		6
6.12 Attend National Alliance of Black School Educators (NABSE) conference to gather most current ideas for recruitment of black educators.	# attending conference	Annually	Informal Report		6		
6.13 Partner with the Urban Schools Human Capital Academy to provide a comprehensive review of the district's processes for hiring and supporting a more diverse workforce.	# site visits from USHCA	Semester	Informal presentation update		1		0
	Recommendations from review / recommendations implemented	Annual	Informal presentation update				Completed

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
6.14 Develop a <del>Grow Your Own</del> program to identify future black educators among current PCS high school students, and connect them with teaching academies in the schools. (Change name to Future Educators)	Plan for implementing the program / location of plan / school contacts made  # of high school students participating in program	Annual	Informal Report				Completed. Plan ready for 18-19.
6.15 Develop and implement a training program for all hiring managers that focuses on shifting mindset and implementing strategies for hiring related to recognizing unconscious bias, equity and excellence and cultural responsiveness.	# of hiring managers identified for training  # of training sessions held	Semester	Informal Report		Training under development		All principal identified. 3 training sessions conducted for all principals
	# and % of hiring managers trained	Semester	Informal Report		Training under development		100%
6.20 Establish positive relationships with our current black teachers and discuss current work / school conditions for success (ex. Conduct focus groups based on experience and teaching assignments – successes, struggles, suggestions, experience of onboarding).	# of focus group meetings or feedback sessions  # of new hires (visited, participating in event)	Semester	Informal Report		S1 / 1 / Feedback session held for all 1 <sup>st</sup> year teachers though not specific to black teachers		S2 / 3
	# minority teachers participating in focus groups or feedback sessions	Semester	Informal Report		S1 / 0		S1 / 5
	# and of black teachers total and % retained	Annually	Informal Report				109 new hires / 79% retained
	Areas for improvement identified through focus groups or employee exit survey data	Annually	Informal Report				Completed. Areas identified to inform plan for 2018-19.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
6.21 Provide substantial recruitment and retention bonuses in Transformation Zone schools to attract and retain highly effective teachers in the neediest schools.	# of teachers (all races) in Transformation Zone schools / % receiving bonus	Annually	Informal Report				592 / All
	% of teachers in Transformation Zone schools who report that bonus pay is an attractor	Annually	Informal Report				No survey conducted in 17-18
	% of teachers in Transformation Zone schools who returned for following school year	Annually	Informal Report	93% retained in the district			
6.22 Establish a summer, cultural awareness training for all teachers who are hired into high minority schools, with a robust onboarding program for teachers working in the district's Transformation Zone.	Training developed / scheduled for roll-out	Annually	Training Calendar				Springboard to Success / Summer 2018
	# of teachers attending / % of all teachers attending from targeted schools	Annually	Informal Report	Overall: 37 teachers TZ: 17 teachers (46%)			
6.25 Research strategies and best practices for advancing black school leaders into school and district leadership positions.	Best practices review completed / strategies identified from research	Annually	Informal Report				Completed by AAR Dept.
6.25-6.27 Establish positive relationships with current black administrators to enhance the leadership pipeline and maintain or increase the percent of minority administrators.	# focus group meetings or feedback sessions with minority administrators	Semester	Informal Report		3		4
	# minority administrators participating in focus groups or feedback sessions	Semester	Informal Report		15		20 (per session)

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	Areas for improvement identified through focus groups or employee exit survey data	Annually	Informal Report				Completed
	# and % of black teachers in AP (Asst. Principal) and APs in Principal Pool	Semester	Informal Report				AP QL 37/265 14.0% Level 2 38/173 22.0%

**BTG Goal 6 / Minority Hiring / Pinellas County Schools / Progress Update**

**Pinellas County Schools / Minority Hiring / Summary and Progress Report**

	# and % of TOTAL instructional staff <b>TEACHERS</b>		# and % of TOTAL Administrative staff <b>ADMINISTRATORS</b>		# and % of TOTAL instructional staff <b>TEACHERS</b>		# and % of TOTAL Administrative staff <b>ADMINISTRATORS</b>		# and % of TOTAL instructional staff <b>TEACHERS</b>		# and % of TOTAL Administrative staff <b>ADMINISTRATORS</b>	
	<b>2015-16</b>				<b>2016-17</b>				<b>2017-18</b>			
Hispanic	207	2.8%	9	2.3%	420	5.7%	17	4.2%	421	5.8%	17	4.2%
Black/African American	622	8.3%	83	21.2%	647	8.8%	86	21.5%	671	9.2%	86	21.2%
American Indian	17	0.2%	*	*	15	0.2%	*	*	23	0.3%	*	*
White	6591	87.7%	300	76.5%	6202	84.2%	296	73.8%	6108	83.5%	297	73.3%
Asian	79	1.1%	*	*	86	1.2%	*	*	91	1.2%	2	*
Pacific Islander	*	*	*	*	*	*			*	*	*	*
<b>DISTRICT TOTALS</b>	<b>7,516</b>	<b>100%</b>	<b>392</b>	<b>100%</b>	<b>7,370</b>	<b>100%</b>	<b>399</b>	<b>100%</b>	<b>7,314</b>	<b>100%</b>	<b>405</b>	<b>100%</b>
<b>Black</b>	<b>GAP</b>	<b>9.7</b>	<b>GAP</b>	<b>0</b>	<b>GAP</b>	<b>9.2</b>	<b>GAP</b>	<b>0</b>	<b>GAP</b>	<b>8.8</b>	<b>GAP</b>	<b>0</b>

\*Gap is compared to black student population of 18%.

**Data Variables:**

The data above represent the total instructional staff hired as per the Human Resources Department's end-of-June data pull (end of fiscal year). The data in the quarterly updates represent instructional staff hired as of date listed on the quarterly reports and do not represent only new hires (as changes to staff occur throughout the year as employees leave and enter the district). The change column represents differences in hiring since the beginning of the school year.

PCS / Office of Assessment, Accountability and Research / July 2018